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ABSTRACT

This booklet outlines a process for engaging all educational stakeholders in the planning of schools which more adequately address the needs of the whole learning community. It explores six design principles for creating effective learning environments; provides examples of innovative school designs that illustrate various aspects of the six guiding principles; and examines the facilities master planning process for getting started and organized, including developing and implementing a master plan. Appendices list resource agencies and organizations, references for innovative school designs, and sources of additional information. (GR)

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Schools as Centers of Community:

A Citizens' Guide For Planning and Design

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April 2000

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This guide is one in a series of publications produced in cooperation with the White House Task Force on Livable Communities. These guides are designed to expand the choices available to communities as they look to the future. By providing useful information on a range of issues they can help local decision-makers make their communities better places to live, work, play, and learn.

Schools as Centers of Community

A Citizens' Guide
For Planning and Design

U.S. Department of Education
Washington, D.C.

PREFACE

In the summer of 1998, the US Department of Education organized a small symposium of educators, architects, planners and other professionals involved in the planning and design of the physical environments that support learning. The outcome of the symposium was a forum on the design of Schools as Centers of Community held in Washington D.C. in October, 1998.

The Citizen's Guide for planning Schools as Centers of Community was developed to communicate some ideas generated by the forum. These ideas have been established in a set of national Design Principles. In addition to the U.S. Department of Education, these design principles have been subsequently endorsed by the Council for Educational Facilities Planners International; the American Institute of Architects; the American Association of School Administrators; and the Construction Managers Association of America.

The Citizen's Guide outlines a practical introduction to a process for engaging all educational stakeholders in the process of planning schools that more adequately address the needs of the whole learning community.

US Department of Education
Washington D.C.

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Part One

THE CHALLENGE

"Instead of building schools for 1950, let us build schools for 2050. We need schools that are healthy, energy smart, environmentally sensitive, using up-to-date technology- that complement and enhance academic excellence; schools designed by the community and with the students and the community in mind."

Richard W. Riley
U.S. Secretary of Education
October 13, 1999

As we stand at the beginning of the 21st century, we face a national challenge to build thousands of new schools to meet the unprecedented demands of the Baby Boom echo – the millions of young people who are now coming of age and crowding into schools all over America. The number of young people entering our nation's schools has been consistently rising since 1984 and will increase for many years to come. In 1999, according to the U.S. Department of Education, public and private K-12 school enrollment reached a record 52.7 million students, surpassing last fall's all-time high by 500,000. Student populations will continue to rise for the next eight years, with public school enrollment expected to increase to a record-breaking 54.3 million by the year 2008.

Even as millions of additional students enter our schools, a determined effort is being made to reduce class size in order to give children more individual attention in the early grades. And research on whole-school size, which indicates that overall school populations of more than 800 may be detrimental to the learning process, further compounds the need. Building smaller schools also has important implications for residential growth patterns. Good schools are an important factor in where people decide to live. By building smaller schools close to where people live, communities can encourage the development of smart growth policies that lead to better neighborhoods and more livable communities.

In addition to the growing need to build more classrooms and schools to meet the demands of the "baby boom echo," we face the increasing reality that many of our school buildings are simply wearing out. Overuse and consistent delays in regular maintenance have taken their toll. The life span of most school buildings is approximately 40 years after which school buildings begin to rapidly deteriorate. Today, the average American school building is 42 years old.

Replacing, repairing and updating school facilities is an ongoing requirement, although too often a neglected one. In 1996, the U.S. General Accounting Office identified a $112 billion need to repair and or renovate the existing national school facilities infrastructure just to achieve a "good overall condition."

And this staggering figure covers only the routine maintenance and repair necessary to meet the functional requirements of *existing instructional programs*. It does not include any of the additional renovation and/or new construction necessary to update these same facilities to accommodate important advances in teaching and learning.

In a recent update to this report the General Accounting Office notes that spending for school construction has increased substantially but only since 1995. Many school districts still face significant problems in finding the resources to renovate and modernize their buildings. According to a recent research survey conducted by the National Education

Part One

THE CHALLENGE

Association the total bill for renovating old schools and building new ones remains exceedingly high —$254 billion.

This pressing need to add, renovate or replace educational facilities presents an opportunity for citizens, educators and facilities planners to take a broader view of what constitutes an effective, appropriate learning environment. This is a case when a problem can truly be our friend. However, in order to realize the greatest effect of this opportunity on student achievement, those who design and build educational facilities must take into account current research about factors that can influence student achievement.

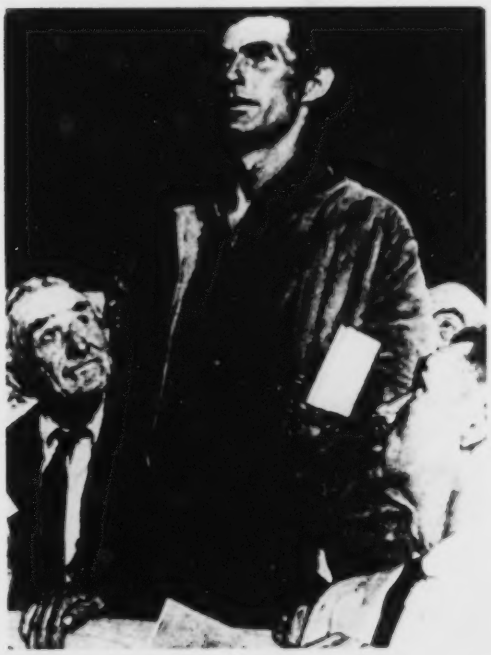
For example, the research suggests that a wide variety of classroom configurations are required to facilitate current best practices in education such as collaborative problem-solving, the use of technology and the critical need for personalization. The research on learning calls for dissolving some of the traditional barriers between school and life and school and community. Finally, studies make it clear that students achieve best in environments where lifelong learning is a community value, where everyone is a learner, and where the school facility is central to the life and learning of the community, accessible not only during traditional school hours but at night and on weekends too.

The demand has never been greater for building schools that can address a broad range of educational needs and, at the same time, serve as centers of their communities. In response to this demand, a wide range of innovative and practical community-based learning environments, developed through educator-architect collaborations, are now being implemented around the country. Some of these are new variations of the traditional stand-alone school site, designed to create more effective spaces for contemporary teaching and learning. Other innovative approaches extend the functions of the stand-alone school so that it serves a broad range of community needs as well. Still others expand the whole notion of school by creating learning environments in such nontraditional settings as museums, parks and zoos, thereby optimizing opportunities for learning while minimizing the investment of human, financial and environmental resources.

All of these creative solutions share one common theme: *the school as a center of community*. It achieves this either by serving a more integral role within the context of the whole community, or by extending the learning environment to take advantage of the full range of the community's resources. Indeed, the most successful schools of the future will be integrated learning *communities*, which accommodate the needs of all of the *community's* stakeholders. They will be schools that will be open later, longer and for more people in the community from senior citizens using the gym and health facilities during off-hours to immigrants taking evening English classes after work.

Joe Perkins, the President of the American Association of Retired Persons (AARP) may have said it best when he said, "schools should be a point of unity-not division between and among generations." With millions of baby-boomers nearing the age of retirement Joe Perkins is on to something in talking about how

schools should be built so that they can be used by Americans of all ages.



In short, the school building of the future needs to be designed as a learning center for the entire community and involve many more members of the community in the school's design and planning. This idea of citizen participation reflects John Dewey's assertion that we not only need education in democracy, but also democracy in education. By engaging students, parents, educators and a wide variety of citizens in planning and designing schools as centers of community, the best aims of a democratic society will be served in both process and product.

The purpose of this *Community Guide* is to help educators, planners and community members meet the challenge of providing effective educational facilities to serve the citizens of their own communities. Drawn from a variety of sources and including a number of examples, the *Guide* is intended as a compass to point the way, not a cookbook-style recipe. The details of the journey will need to be worked out by dedicated citizens in particular communities across the country.

* * * * * * * *

Part Two

DESIGN PRINCIPLES

"With thousands of schools needing to be built and modernized in the coming decade, communities across this nation can design schools in ways that can make an enduring difference for generations. These buildings will have a profound impact not just on students, but on entire neighborhoods."

Al Gore
Vice-President of the United States
October 5, 1998

In June 1998, a group of educators, facilities planners, architects, government leaders and interested citizens were invited to Washington D.C. by the U.S. Department of Education to discuss the process of planning and designing schools that best meet students' needs as well as serve as centers of their communities. One product of that gathering was the first draft of a set of planning and design principles for learning environments. Subsequently, the six principles were expanded and widely circulated. These principles were confirmed in their present form at the October, 1998 National Symposium on School Design sponsored by the Vice-President of the United States Al Gore, the U.S. Secretary of Education Richard W. Riley and the White House Millennium Council. Since that time the six design principles have gained the endorsement of:

- **The American Institute of Architects**
- **The American Association of School Administrators**
- **The Council of Educational Facility Planners International**
- **The Construction Managers Association of America**

The six design principles are predicated on three generally accepted conditions: learning is a lifelong process, design is always evolving, and resources are limited. The six design principles themselves are relatively simple and straightforward. However, together they call for bold action to transform America's schools. The six principles assert that, in order to meet the nation's needs for the 21st century, we must design learning environments that:

1) Enhance teaching and learning and accommodate the needs of all learners.
2) Serve as centers of the community.
3) Result from a planning/design process involving all stakeholders.
4) Provide for health, safety and security.
5) Make effective use of all available resources.
6) Allow for flexibility and adaptability to changing needs.

Design Principle #1

THE LEARNING ENVIRONMENT SHOULD ENHANCE TEACHING AND LEARNING AND ACCOMMODATE THE NEEDS OF ALL LEARNERS.

The quality of the learning environment affects student achievement. A growing understanding of the affect of environment suggests that a school building is an important tool for learning and, like any tool, it can enhance **or** hinder the process. We must insure that our school *facilities* are designed to *facilitate* what we know today about providing the best possible education for all students in the 21st century. In reality, the vast majority of more than 86,000 public school buildings currently in use were designed to sustain a model of education characterized by large-group, teacher-centered instruction taking place in isolated classrooms. Current knowledge and research about learning calls for new

models. These new models are characterized by increased student involvement, engaging learners into an active participatory process of doing rather than just receiving and creating rather than recreating. It also involves such critical components as thinking, working and solving problems. They are supported by strategies such as cooperative, project-based and interdisciplinary learning, all requiring students to move about, work in various sized groups and be active. Furthermore, new models call for all students to learn to higher standards. This in turn has resulted in increased emphasis on learning styles, and the special needs of each student. Educational facilities should be designed to support these and other examples of current research and best practices in the learning sciences. At the same time, research on the specific impact of the physical environment on learning must be accelerated.

Design Principle #2

THE LEARNING ENVIRONMENT SHOULD SERVE AS CENTER OF THE COMMUNITY

A successful school can strengthen a community's sense of identity, coherence and consensus. Like a new version of the old town square, it can serve as a community hub and a place where students and others can learn about collaboration and the common good.

However, the majority of school facilities currently in use, were designed to serve as stand -alone instructional facilities where community access is limited rather than encouraged. In most cases, the auditoriums, sports facilities, food service, libraries, media center, computer labs, and other specialized areas of the school are available to the general public on a limited basis. In many cases, duplicate facilities are provided by local municipalities to serve the same functions.

Today's educational facilities should be designed to strengthen the integral relationship between a school and its community. They should serve a variety of community needs in partnership with a wide spectrum of public, civic and private organizations to provide ample space for public meetings and activities. At their best, school facilities can help meet the leisure, recreational and wellness needs of the community. In addition, it should be accessible to community members after the end of the student day. Schools can be designed to invite parents to be more actively involved in the school's day-to-day activities. When a parent center is incorporated into the school design, it sends a powerful message to parents that they are welcome and encouraged to be involved in their children's learning.

Schools also can support relationships with businesses that are productive for students and supportive of the local economy. They should encourage the use of external experts and skilled community volunteers for a variety of educational functions, including mentorships, apprenticeships and providers of work-based and service learning.

To these ends, schools should be inviting places rather than foreboding institutions. Their locations should encourage community use and their shared public spaces should be accessible, day and night, all year round. Schools should be places where creative configurations of space expand their use; where learning occurs "after hours," late at night and on weekends; where school-to-school partnerships, links with businesses, and collaboration with higher education are encouraged and supported.

Today, we know that 12 or 14 years of learning will not be enough to equip people for the rest of their lives. We cannot afford to think of high school graduation as a finish line, and this means that one of the most important end products of schools need to be citizens who have

learned how to continue to learn. School facilities should support learning for people of all ages by creating access to flexible and comprehensive programs to meet all learning needs. They should also provide space for everything from early childhood learning to adult education and training.

Further, this positive interdependence among students, staff and community should be mirrored in the way other public, civic and private facilities in the community are used to extend the curriculum. It is important that students understand the connection between what they are learning in the classroom to the workplace environment. When community sites become destinations for educational field trips and extended academic learning centers, the links between school and community are strengthened. But these extensions are not limited to field trips alone. Through partnerships between school boards and other community organizations, a wide variety of community resources such as museums, zoos, parks, hospitals and government buildings can be enlisted to serve as full-time integrated learning centers.

In this way, the school becomes not only the center of the community, but the whole community becomes central to the mission of the school. The ultimate result is a true learning community where traditional lines have blurred or even dissolved, and where school is community and community is school.

Schools should specifically acknowledge the critical role of family in the learning process as well as their central place within the structure of communities. To this end, schools should serve as catalysts for parental and family engagement. They should help address the particular needs of families. They should respect the diverse social and cultural characteristics of families. And they should accommodate family-centered learning.

Schools should acknowledge the ongoing learning needs of the many people who work in them, from the principal to the teacher interns, and from the English faculty to the secretarial staff. To this end, they should be places where staff as well as students can collectively and continually enhance their capacity to think, do and create. They should incorporate spaces for collaborative work among educators along with adequate tools to support their learning.

Finally, the school buildings that house our educational programs and serve as centers of our communities, whether new or renovated, should model the highest standards of aesthetic quality for public projects. They should fit the landscape while reflecting the unique identity of the particular community they serve. They should capture the noble character of public architecture while being visible symbols of individual self-esteem and shared values. They should serve as a source of community pride.

Design Principle #3

THE LEARNING ENVIRONMENT SHOULD RESULT FROM A PLANNING/DESIGN PROCESS INVOLVING ALL STAKEHOLDERS.

Faith in the collective capacity of people to create possibilities and resolve problems is at the very heart of our democratic system. Not only do people have the right to participate in making the decisions that will affect them, but their participation will improve the quality of the decision-making process. In designing environments for learning, the principles of democracy should be honored. Schools should be planned by a representative group of people who will use them, including educators, parents, students, citizens, senior citizens, and members of civic and business organizations.

Part Two

DESIGN PRINCIPLES

Such widespread community participation in the design of learning environments is valuable for the diversity of perspective it brings to the process. By their very nature, communities are diverse. They include people who reflect differences in age, culture, ethnicity, gender, socioeconomic class, aspirations and abilities. These differences will enrich the design process by expanding the range of viewpoints and ideas that are considered.

Widespread participation in designing learning environments is also valuable for the sense of shared purpose it engenders. While communities encompass diversity, they are defined by a commitment to the common good. When members of a community are given opportunities to come together to take part in meaningful work and make important decisions, this commitment is strengthened. When community members become visionaries, creators and owners, rather than cogs on a bureaucratic wheel, they are more willing to work together to set goals, solve problems, and, ultimately, provide their schools with the kind of ongoing support they need to be successful.

To ensure widespread, fully informed, critical participation of all stakeholder groups in the design of learning environments, adequate time and resources must be allocated to the planning process. Such allocation must happen in advance of, or at least in concert with, the development of the school district's facilities master plan, educational specifications, technology plan and/or building designs.

Design Principle #4

THE LEARNING ENVIRONMENT SHOULD PROVIDE FOR HEALTH, SAFETY AND SECURITY.

Health and safety have always been top priorities in schools. During the past decade, increasing instances of campus crime, youth violence, substance abuse and other unhealthy conditions have intensified our nation's concern for school safety. While one aim is to create learning environments that are open and inviting to the larger community, schools should be designed at the same time, to promote the health, safety and security of students, staff and community members.

At the most basic level, school designs must address environmental safeguards and meet all safety codes. They must ensure healthy indoor environments, paying special attention to lighting and air quality and carefully monitoring possible exposure to toxic materials contained in the manufacture of building materials. Beyond this, school designs should incorporate the kinds of physical features which enhance safety, such as carefully considered traffic patterns. They should eliminate the kinds of features which add to the potential for violence and crime, such as poorly lit and obscured areas.

While the right types of hallways, doors, and alarm systems can help make schools safer, in many cases, keeping schools safe requires changing behavioral norms and attitudes as well. A growing body of evidence suggests that student behavior and attitudes can be significantly affected by the quality of the learning environment. Attractive, well-designed and well-maintained facilities communicate respect for the people and activities housed within. As such, they contribute to positive school climate, good discipline and productive learning.

Likewise, size and scale can affect health and safety. When schools and classrooms are kept small enough to allow teachers and students to form personal relationships, a sense of community is established which promotes a safer environment. By limiting the overall population of an individual school, or by providing spaces for smaller schools to exist within larger ones, a

design can maximize supervision and encourage healthy social interactions among students, teachers, administrators and community users.

Finally, school designs can address student safety by providing opportunities for a wide range of after-school programs. Since most student violence occurs between the hours of 3 p.m. and 6 p.m., after-school programs can become key components of violence prevention plans. Activities for young people ranging from academic enrichments to athletic programs, and from arts and crafts to parenting classes, not only provide healthy options for filling time but also increase the positive connection between youth and their school.

Design Principle #5

THE LEARNING ENVIRONMENT SHOULD MAKE EFFECTIVE USE OF ALL AVAILABLE RESOURCES.

School facilities should be designed to maximize the impact the physical environment can have on learning by making effective use, or by allowing effective use, of all available resources.

School facilities should be designed to allow the best use of educational resources such as materials, texts, tools and teaching strategies. At the most basic level, school designs should ensure adequate storage and appropriate utilities to support the use of state-of-the-art educational materials and manipulatives in all disciplines. They should provide flexible space for conducting large and small group instruction, displaying and storing alternative educational and assessment materials, and teaching laboratory sciences and other activity-type classes. Whenever possible, school designs should also allow specialized facilities such as kitchens, offices, and maintenance areas to function on double duty by serving educational and operational functions. Through creative approaches, they even can provide opportunities for using the building and grounds as "three dimensional textbooks" which manifest such educational content as mathematics, geometry, art, history and science.

School facilities should incorporate the kinds of technological resources that facilitate new methods of instruction and new models of learning. At the most simple level, school designs should ensure that the necessary structures and infrastructures exist to support the use of the most up-to date educational technology. In addition, they should accommodate applications of technology which allow teachers to become guides and coaches rather than simple information givers. It should allow students to become workers who analyze, evaluate, and manipulate information rather than passively receive it. Design should permit curriculum to be individualized to meet student desire and interest rather than only a one-size-fits-all fare.

School facilities should also be designed to make use of off-site resources through the effective use of technology. They should allow access to outside libraries and other sources of information and ideas. They should provide opportunities for using technology to facilitate interactions with external experts and skilled community volunteers for a variety of functions, including mentorships, apprenticeships and providers of work-based and service learning. They should support electronic networks and an advanced communications infrastructure for enhancing teaching and learning. They should accommodate the new roles, relationships and organizational structures of our current technological society.

School facilities should be designed to make the most of natural and cultural resources. Architectural and engineering principles should be applied, to reap optimum benefits from renewable energy resources. Designs should capitalize on the natural beauty of the building site.

Part Two

DESIGN PRINCIPLES

Whenever educationally and economically feasible, preservation and renovation should take precedence over new construction, especially in cases where reusing existing facilities can preserve natural resources and/or valuable historic and cultural assets for future generations. School facilities should be designed to embrace the rich social and cultural resources that exist in every community. They should incorporate creative manifestations of our nation's great mix of social and cultural assets.

School facilities should be designed to make full use of the resources available in the workplace. They should facilitate the interface between school learning and its application in the workplace. They should accommodate students' exploration and/or pursuit of career pathways. They should encourage business and community partnerships. They should engage a wide range of economic interests whose success depends upon the performance of the school system's graduates.

Finally, school facilities should be planned, designed and constructed within the limits of available economic resources. Even in a growing economy, it is important to calculate the long-term financial burden. In the near future, it is likely that the decreasing productivity of the baby boom generation, coupled with the added costs of programs like Social Security and Medicare, will place increasing demands on public finances. Therefore, it is critical that the educational facilities infrastructure we design today is developed within economic limits that can be sustained by future generations.

Design Principle #6

THE LEARNING ENVIRONMENT SHOULD ALLOW FOR FLEXIBILITY AND ADAPTABILITY TO CHANGING NEEDS

Change is a constant in our world and in our schools. To serve this changing world most effectively, learning environments should be flexible enough to adjust to a wide variety of conditions and accommodate high quality education in a wide variety of ways. As more effective educational programs and strategies are developed and implemented, new demands on school facilities will undoubtedly occur. As new technologies are incorporated into teaching and learning processes, additional requirements will likely emerge at unprecedented rates. As communities in general continue to change, the kinds of school facilities required to meet their needs will have to change as well.

Learning environments should be designed to accommodate diversity and allow for local flexibility. Their designers cannot afford to lock themselves too firmly on any one permanent notion of facility. They should remain open to a whole array of ideas about what constitutes "school." They cannot afford to become completely set on a fixed idea about the use of space. Rather, they should incorporate spaces with multiple uses into their plans. In short, they should design learning environments that allow for what we do not yet know.

Finally, to ensure that school facilities are meeting the changing needs of a changing world in the best ways possible, school districts should evaluate and update their facilities master plans and educational specifications at least once every five years.

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Part Three

EXAMPLES OF INNOVATIVE SCHOOL DESIGNS

Armed with research about how people learn best and a passionate commitment to include the community in the planning process, a small but growing number of school systems already have created exciting learning environments for the future. Demonstrating better ways of working together and using available resources in innovative ways, these "new" models contain seeds of promise for teaching and learning in the 21st century.

The schools described in the following pages are examples of such creative educational projects. Taken together, they illustrate the six principles for designing effective learning environments for the 21st century. Each has been planned and designed to serve the larger community as well as the needs of students. In addition, they provide concrete solutions to many of the most pressing issues facing education today: creating smaller, safer, more personalized school settings; supporting interdisciplinary and individualized instruction; ensuring opportunities for learning by doing; making effective use of integrated and dispersed technology; providing a greater variety of learning settings both on and off site; partnering with public and private institutions and businesses; and, encouraging lifelong learning.

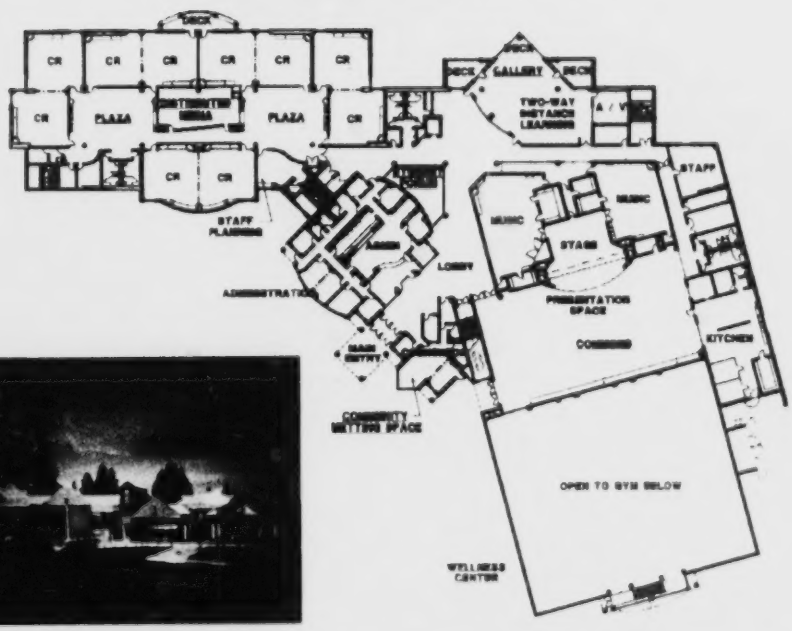
Part Three

Innovative Design #1

Discovery Middle School

Vancouver, Washington

Discovery Middle School in Vancouver, Washington, completed in July 1995, was developed with extensive involvement from parents, students, educators, architects, business partners and other community members. Integrating unique educational spaces, the school features "academic villages," each consisting of 10 high-tech classrooms designed to house a team of students and teachers who are organized as a school-within-the-school. Another unique design feature is a large open area called the "Tool Box," which includes five zones for integrated instruction: one for research with reference materials, one for wet and dry lab activities, one for art projects, one for technology applications, and one for fabrication. The arrangement of spaces also allows outside access for environmental studies.



A special room near the Discovery's main entrance is dedicated for use by community organizations, school partners and social services, thereby reaffirming by design the school's central place within the larger Vancouver community.

Overall, the Discovery Middle School facility reflects creative approaches to teaching and learning as well as the value of close connections with the community. Its innovative features have been recognized with several awards, including the 1996 "Learning by Design" Grand Award given by the National School Boards Association.

Contact: 800 East 40th Street, Vancouver, Washington; 360-696-7191 (phone); 360-696-5239 (fax)

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Part Three

EXAMPLES OF INNOVATIVE SCHOOL DESIGNS

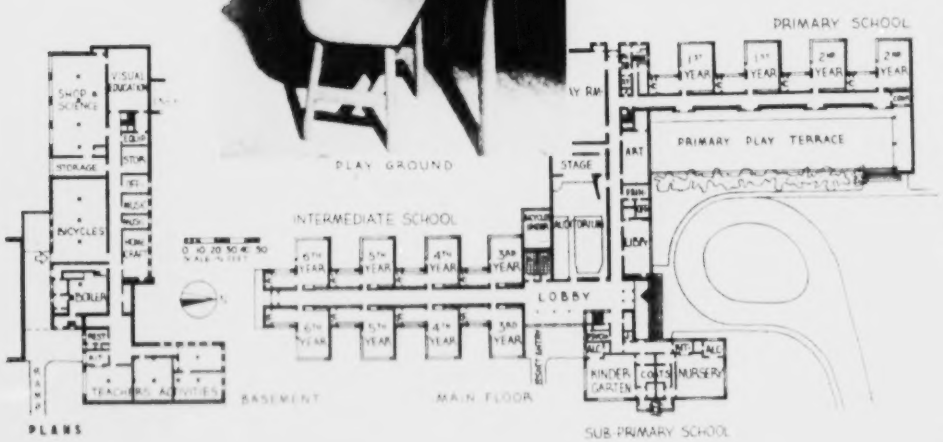
INNOVATIVE DESIGN #2

CROW ISLAND SCHOOL

WINNETKA, ILLINOIS

A 430-student, K-5 facility in the Chicago suburb of Winnetka, Illinois, Crow Island School opened in 1940 and was named a National Historical Landmark in 1990. Crow Island was among the first schools in America to reflect concepts of progressive education in its design. The benches in the auditorium are graded in size, with the smallest in front and the largest in the rear so that each little one's feet can touch the floor. Door handles, light switches and plumbing are all scaled to a child's level. In order to ensure that every student feels safe, the campus has three separate age-level play areas.

The school's design also accommodates a variety of instructional strategies. Classroom, are L-shaped and include adjacent workrooms, a model which facilitates large group instruction as well as ongoing individual and team projects, and reading and study areas as well as science centers. The flexible qualities of the design also have lent themselves in recent years to the effective implementation of educational technology.



Crow Island School serves as an example of the way learning environments can be created to respond to the enduring qualities of childhood and, at the same time, reflect the changing vision of school and its place in the larger community.

Contact: 1112 Willow Road, Winnetka, Illinois; 60093; 847-446-0353 (phone) 847-446-9021 (fax).

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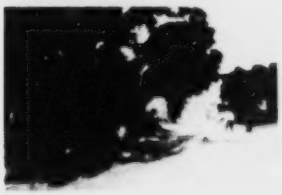


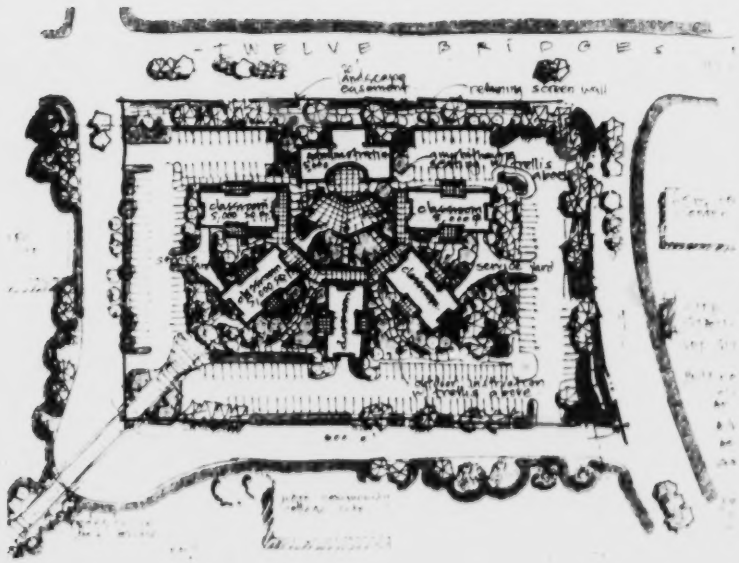
Innovative Design #3

Western Placer Unified School District

Lincoln, California

Several years ago, members of the Western Placer Unified School District (WPUSD) in Lincoln, California, initiated a process which they called *Project Build*. It was a systemic approach to supporting and enhancing their instructional facilities and learning strategies for the 21st century. During the two school terms spanning 1995 through 1997, over 100 community members, faculty, staff, administrators, parents, and students joined together to explore four major frameworks which affect facilities design and development: (1) physical resources, (2) learning sciences, (3) governance, and (4) socioeconomic opportunities.

An innovative by-product of *Project Build* has been its direct impact on the teaching and learning of students in WPUSD, as educators have incorporated the planning process into the curriculum. In conjunction with their work as part of the community-based *Project Build* committee, they taught their students to design, draw and create models, which then are used to communicate with the architects who will design Lincoln's new schools.



One noteworthy physical outcome of *Project Build* is the Lincoln High School-Sierra Community College Learning Center. It was designed and built to address the growing need for a seamless educational program to prepare high school and community college students for careers in the region's burgeoning high-tech industry.

Contact: Western Placer Unified School District; 1400 First Street, Lincoln, California 95648; 916-645-6350 (phone); 916-645-6356 (fax).

Part Three

EXAMPLES OF INNOVATIVE SCHOOL DESIGNS

Innovative Design #4

Henry Ford Academy Of Manufacturing Arts and Sciences

Dearborn, Michigan

The Henry Ford Academy, located on the premises of the Henry Ford Museum and Greenfield Village in Dearborn, Michigan, was developed through a partnership between the Henry Ford Museum, the Ford Motor Company and the Wayne County Regional Educational Service Agency (RESA). The academy opened with 100 ninth grade students in the fall of 1997 and will graduate its first class in 2001, at which time it will have a full complement of 400 students in grades 9-12.

The collaborative effort of a global corporation, a renowned not-for-profit cultural organization and the public school system has allowed for an ideal integration of school and museum environments. Students at the Henry Ford Academy use museum artifacts and exhibitions for analysis, inspiration and association. For example, students in math class use the museum structure itself as a resource, making estimates and calculations of geometrically symmetrical window, wall and ceiling areas as well as irregular exhibit spaces. Teachers use their partnership with the Ford Motor Company to develop manufacturing projects that help students realize real-world applications for their discipline-based studies.

By using the existing museum as its educational facility, the total capital costs for developing the Henry Ford Academy were significantly less than would be required to build a more traditional high school facility.

Contact: 20900 Oakwood Boulevard., Dearborn, Michigan 48124; 313-982-6110 (phone); 313-982-6111 (fax)

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Part Three

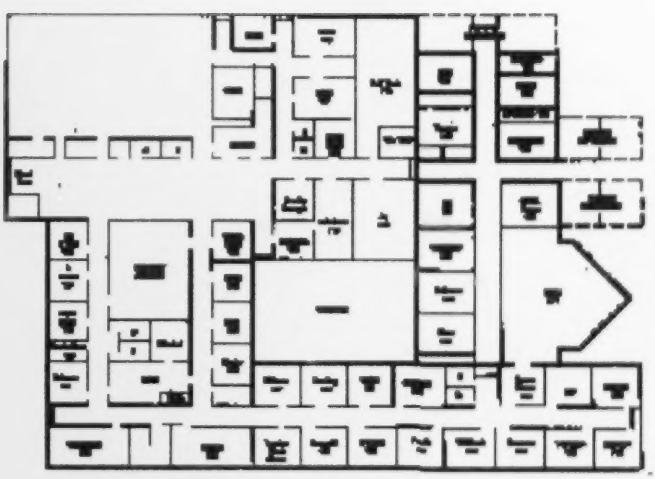
Innovative Design #5

Big Lake School District

Big Lake, Minnesota

Big Lake Middle School

HORNETS



Located approximately 35 miles northwest of Minneapolis, the Big Lake Public School District has one elementary school, one middle school and one high school, all on a centrally located campus. In addition to attending to the learning of 2,000 K-12 students, the three schools also serve the educational needs of the entire community. For example, a state-of-the-art theater, a comprehensive, interactive resource center, and a multipurpose athletic facility in the high school center are used to nurture the artistic, physical and academic intelligence of everyone in the community.

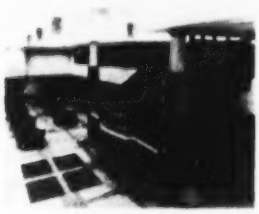
Through the use of computer and phone networks, Big Lake School District personnel have enhanced the communication link between the school staff and the community. Direct access to data and personnel at any of the three school buildings is readily available to stakeholders throughout the community. In addition, the technology infrastructure provides students with opportunities to interact with people from different communities and cultures, conduct research using university resources, and follow current events as they happen.

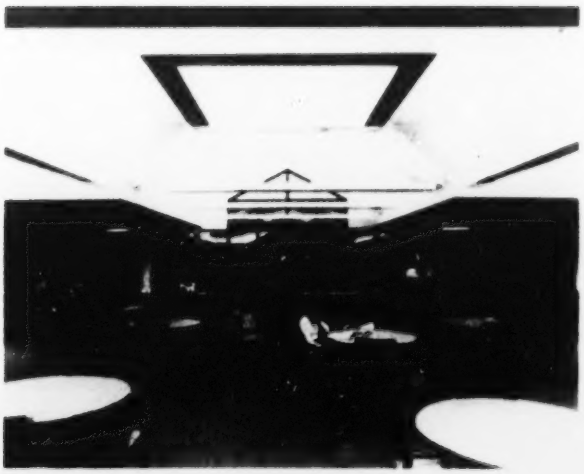
Used regularly by a high proportion of citizens for a variety of functions, the Big Lake schools are truly at the center of their community.

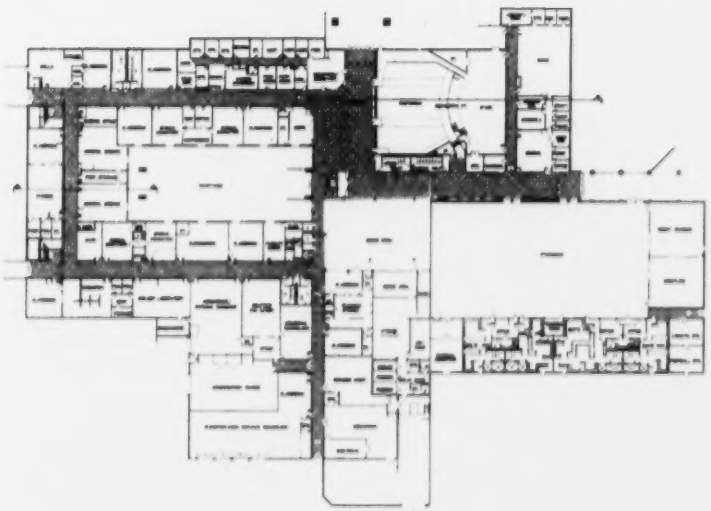
Contact: 501 Minnesota Avenue, Big Lake, Minnesota; 55309; 612-262-2523 (phone); 612-262-2539 (fax)

Part Three

EXAMPLES OF INNOVATIVE SCHOOL DESIGNS







INNOVATIVE DESIGN #6

GAYLORD COMMUNITY SCHOOL

GAYLORD, MICHIGAN

Built with the community in mind, Gaylord High School in Gaylord, Michigan, serves as a community center as well as a secondary education institution. The school houses senior activities, daycare, performing arts programs, community health care clinics, higher education classes and even weddings. All of this allows high school students the opportunity to interact regularly with other members of their community.

Prior to the construction of the new high school, the city of Gaylord lacked an auditorium for concerts, recitals and other functions. As part of the master planning process, a special auditorium committee composed of educators and community members evolved to identify school and community needs, consider cooperative use of a single facility, and address details related to theater design. The result is a performing arts center that well serves both school and community. Classrooms at Gaylord also were designed to accommodate community use as well as student learning. By creating departmental offices with private, secure spaces for school staff to store their materials, the design team was able to eliminate some of the traditional barriers to having classrooms open and accessible after regular school hours.

School officials believe the bond referendum to build the high school never would have passed without such a whole community focus. However, the positive results of this wider focus have extended far beyond the initial construction of the facility. The variety of activities housed at Gaylord High School has produced more interaction, more communication, more volunteerism, more funding, and more general support for students and their education. The entire Gaylord community has developed a strong vested interest in their school.

Contact: 90 Livingston Blvd. Gaylord, Michigan 49735; 517-732-6402 (phone); 517-732-6029 (fax)

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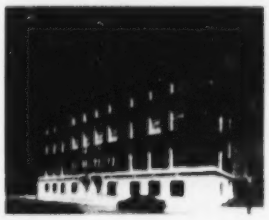
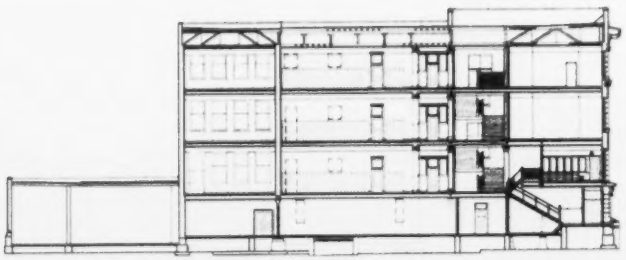




Innovative Design #7

Chicago Public Schools and Drake Transition School

Chicago, Illinois

In January 1996, the Chicago Public Schools (CPS) embarked on a five-year capital improvement program to address overcrowding and facilities deterioration in 557 schools. This massive undertaking has become the single largest public school renovation program in the country. To date, all 557 Chicago schools have been assessed and their needs prioritized; 368 schools have undergone, or are currently undergoing, extensive renovations; and 137 additional schools are targeted for renovation in the year 2000.

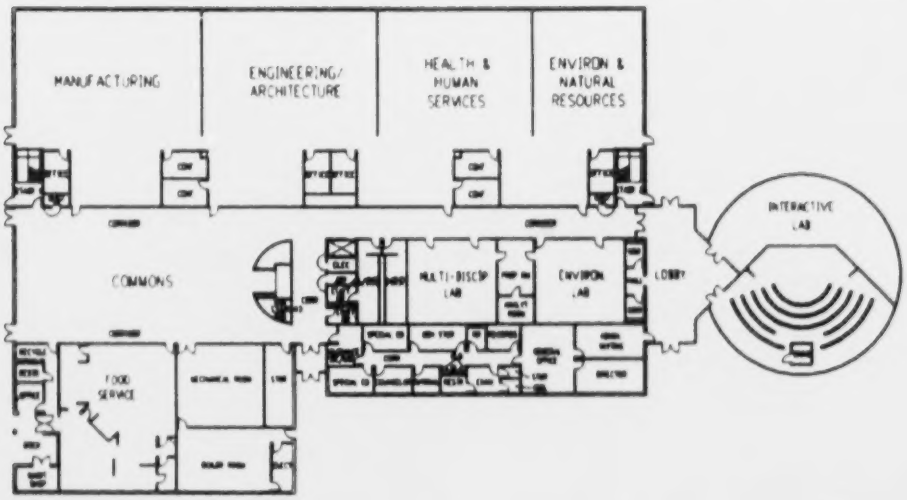
During the second year of its improvement planning process, the Chicago School District focused on designing such specialty programs as career academies aimed at preparing students for post-high school training and the world of work. The planning process also encompassed a system-wide assessment of energy use aimed at lowering costs and increasing efficiency.

The John B. Drake School is one example of the fruits of Chicago's capital improvement program. Originally constructed in 1898, the Drake facility was decommissioned as a Chicago public school in 1978. From 1980 to 1988, the building was used by the Chicago Housing Authority. Then it remained vacant for a decade. As a result of the district's assessment process, the Drake School was identified as a valuable resource that could be redesigned to meet the needs of today's students and community. Rehabilitation began in April 1998, and the school reopened that September as a transition center, boasting modern, well-equipped science labs and the most up-to-date computer and Internet technology.

Contact: 2641 South Calumet Avenue, Chicago, Illinois 773-534-9727 (phone) ; 773-534-9733 (fax).

Part Three

EXAMPLES OF INNOVATIVE SCHOOL DESIGNS



Innovative Design #8

Center for Applied Technology and Career Exploration

Rocky Mount, Virginia

Located in Rocky Mount, Virginia, the Center for Applied Technology and Career Exploration exemplifies the positive results of a total community effort. Community leaders, business and industry representatives, personnel from local colleges and universities, and parents and teachers worked to develop both the curriculum and the center's facility. The program, which is supported by the building design, consists of eight modules representing the skills and career opportunities of the future. For example, one module focuses on environmental and natural resources, another on health and human services, another on media design, and another on engineering and architectural design.

At the center, eighth and ninth graders are immersed in study units which encompass real problems and projects. Instructors act as facilitators who guide them toward practical solutions. Through these experiences, students learn to solve problems effectively in diverse, collaborative groups, apply problem-solving skills using appropriate technology; and develop strategies that will help them adapt to change. By design, the center prepares students for the American workforce of the 21st century.

Contact: 25 Bernard Road, Rocky Mount, Virginia 24151; 540-483-5138 (phone); 540-483-5806 (fax)

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Part Three

Innovative Design #9

Flagstaff Arts and Leadership Academy

Flagstaff, Arizona

A public charter high school emphasizing the visual and performing arts, Flagstaff Arts and Leadership Academy (FALA) is located on the research grounds of the Museum of Northern Arizona (MNA). While school lessons are centered in six, 128 X 60 foot modular classrooms, the museum also shares its entire 400-acre campus with FALA's students and faculty. While the school and museum maintain their separate governance structures and autonomous functions, the two organizations collaborate to strengthen the missions of both.

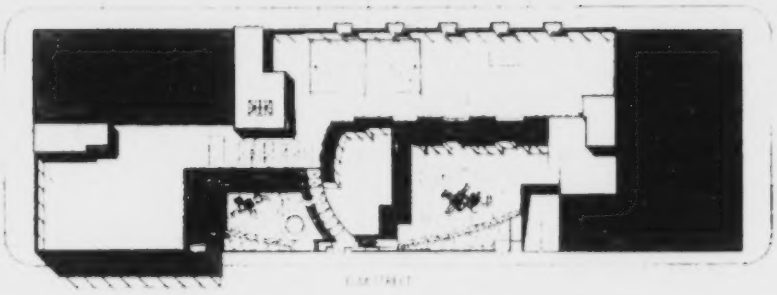
To graduate, FALA students must do 15 hours of community service per semester, and many of them fulfill this requirement by volunteering at the museum. As part of their partnership with the school, the museum staff also has developed an apprenticeship program aimed at teaching students about all aspects of the museum operation: as a business, as a future workplace, and, as a service agent offering arts, research and science programs to the public. This close collaboration has produced exciting curriculum opportunities and a rich learning environment.

In addition to their work with one another, both the school and the museum understand that they are community-based and therefore must be community-focused too. To this end, FALA and MNA have worked hard to maintain strong relationships with the local public school district, Northern Arizona University, various arts agencies, professional artists, and community and civic leaders.

Contact: 3100 North Fort Valley Road, # 41, Flagstaff, Arizona 86001; 520-779-7223 (phone); 520-779-7041 (fax).

Part Three

EXAMPLES OF INNOVATIVE SCHOOL DESIGNS



INNOVATIVE DESIGN #10

TENDERLOIN COMMUNITY SCHOOL

SAN FRANCISCO, CALIFORNIA

The Tenderloin Community School is a kindergarten through 5th grade school with a children's center for three and four year olds. Through the efforts of a local community group, the Bay Area Womens and Childrens Center, the public was made aware that more than 1000 elementary school children lived in the neighborhood. Because there was no school in the Tenderloin, the children were dispered to 47 different schools throughout the city.

The Tenderloin community is largely made up of recent immigrants from Southeast Asia. The school district wanted an efficient, secure K-5 elementary school. The community wanted a school, a child development center and on-site services for children and their families, including medical and dental facilities, counseling rooms, adult education facilities and a family resource center, a community garden and community kitchen. The design accommodates all of the above on a highly visible, and very compact site.

The Tenderloin has never had a neighborhood school. The Tenderloin Community School now affords parents the opportunity to participate in their children's education - a priviledge previously denied them because of the distance their children were bused to school. Challenging traditional notions of school as closed fortress, the school - in its diverse program, strong community influence and physical design - opens its doors to expose innovation and learning happening within.

Contact: 627 Turk St., San Francisco, California, 94102, 415-749-3567 (phone), 415-749-3643 (fax)

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Part Four

THE PLANNING PROCESS

The challenge of providing effective educational facilities to serve America's youth for the next century offers an incredible opportunity to enhance their learning as well. We know that the quality of the learning environment affects student achievement. Therefore, we must ensure that our school facilities are designed to facilitate the best possible education for all students. Major investments represented by school construction and renovation should be the impetus for carefully considered instructional improvements.

The learning environments we design and build today should be affirmations of a new vision for learning. They also should reflect a renewed vision of schools as centers of community. To consider them any less would be to waste a tremendous opportunity. Connie Rice, executive director of The Advancement Project and a member of the Los Angeles Unified School District's *Better Schools*/*Better Neighborhoods* advisory committee, expresses this important point eloquently:

> *"New schools are about more than just bricks and mortar; they are about Los Angeles' vision for its neighborhoods, communities and our region...Schools shouldn't be just schools; they should be centers that spawn the civic fabric and provide ideas and places for people to meet. They should become village centers. And the problems that everybody in a particular neighborhood sees will drive the design of that particular school."*
>
> Connie Rice
> The Advancement Project
> Los Angeles, California

Local school boards, working with superintendents, teachers and involved citizens, must make thoughtful decisions. *First* decisions should concern what kind of education they want for their children and what kinds of services they want for their communities. The *second* should be ways in which school facilities can help them to achieve that vision. In designing new or renovated schools, they must consider carefully the educational goals, instructional strategies and community needs that impact school design. A systematic planning process involving a wide range of stakeholders is necessary for this to occur.

Some school districts are so overwhelmed by growing student enrollments that they seem to have little choice but to plant portable classrooms in every schoolyard or use a standard prototype for new construction to save time and costs. In other districts, available resources, political will and/or logistical factors make it most prudent to adapt existing school facilities to changing needs. Still other districts have the opportunity to build new schools designed from the foundation up to accommodate new educational strategies. Regardless of its financial situation, in the long run, every district will get a bigger bang for its dollars by engaging those who have a stake in its future in creating a vision and a comprehensive plan for its facilities.

Involving educators, parents and other stakeholders in the process of designing schools can help ensure that schools support student learning *and* address community needs in the best ways possible. Such involvement also can strengthen community support for education. Ownership comes from shared problem-solving and decision-making that leads to the creation of a common vision and purpose that binds divergent parts of the community together.

Part Four

THE PLANNING PROCESS

Time for planning is critical to forging a shared vision and collective commitment. However, when it comes to school facilities, communities too often wait until conditions have reached crisis proportions — until overcrowding has become unmanageable or major deterioration threatens safety — before they consider building or remodeling their schools. When such is the case, time for sufficient planning does not exist. It becomes practically impossible for all ideas and solutions to be considered carefully, or for the kind of meaningful dialogue to occur that can lead to respectful, informed consensus.

The best way to avoid crisis conditions, quick fixes, and other pitfalls of procrastination is to address planning systematically as a key part of the whole facilities equation. By initiating a thoughtful, inclusive facilities planning process, districts can incorporate diverse points of view, take advantage of the power and creativity of parent and business partnerships, enlist widespread support, and ultimately build the kinds of schools they need to serve both students and their communities.

To assist districts and communities with their facilities planning process, we offer the following guidelines: five steps for getting started and getting organized, some considerations for involving stakeholders, and seven steps for developing and implementing a facilities master plan. While we know that nothing as complex as designing the future can be reduced to a simple recipe, we hope this *Guide* will provide a general blueprint for those who choose to seize the opportunity that lies before us.

Getting Started and Getting Organized

Setting up a process to plan schools *with* the community *for* the community that will ultimately become *centers of the community* involves five key steps and takes strong leadership and commitment. This leadership and commitment must come not only from school board members and district administration but also from civic groups, nonprofit organizations and many individual citizens.

Step One: Initiating the Planning Process

"Mighty things from small beginnings grow."

John Dryden

Sometimes the seeds of a community-based planning process are sown in conversations between neighbors. Sometimes the spark that brings leadership together comes from a small group of concerned citizens or even from a single individual. In the case of the Putnam County School District in rural West Virginia, it was a museum director and active Rotarian who initially got the ball rolling.

Part Four

THE PLANNING PROCESS

"Our community simply wasn't making progress in upgrading our educational facilities. There was no money to move forward because voters had roundly defeated a construction bond to build new schools. I brought a handful of people together for a discussion. We decided to step up to the plate and get the whole community involved in the process of improvement and change."

Bobbie Hill, Director
Museum in the Community
Hurricane, West Virginia

In Northern California's Western Placer Unified School District, an assistant superintendent and a local developer teamed up to initiate discussions with the school board. At the other end of the country, in Gulfport, Mississippi, the school board president started the conversation. Within a year, more than 450 local citizens had participated at some level in a master planning process for the school district. When the plan was finally presented to the voters, they overwhelmingly approved the largest bond allowable under Mississippi law to replace two inadequate facilities and renovate all of the remaining schools in the district.

"In any community, if a cross section of key leaders gets together and sees an issue that needs attention, especially one with economic implications, something's going to happen."

Cynthia Marshall
Cities in Schools

GUIDELINES FOR ACTION

Initiating a facilities master planning process...

- ❑ Identify a handful of key players in your community, probably four to six, for an initial meeting/conversation. When you make your list, consider commitment and leadership as well as formal position. A "soccer mom" might be the right person to help spread the word and mobilize a larger group. An influential business owner or a member of the clergy might be the most effective leader for getting the planning process started.

- ❑ Extend personal invitations to bring this small group together. When issuing your invitations, keep in mind that a face-to-face conversation is generally more effective than a phone call, and a phone call is generally more effective than a letter.

- ❑ Select a leader for the initial meeting/conversation. In making your choice, consider someone who's skillful at facilitating conversations, not dominating them.

- ❑ At the meeting, present the issues and problems, along with the idea of initiating a community-based process to develop a school facilities master plan. Trust the group to come up with solutions and directions.

- ❑ As a group, create an action plan which encompasses the next four steps of the planning process. Consider beginning your action plan with a short statement of purpose articulating clearly what is it you want to accomplish through a community-based facilities master planning process. This statement of purpose will be useful as you move through the next four steps.

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Part Four

THE PLANNING PROCESS

Step Two: Funding the Planning Process

An extensive community-based planning process requires funding. Therefore, one of the first tasks of the initiating group will be to locate funding. Since the master planning process we are proposing is both philosophically and practically a collaborative and inclusive one, we believe it follows that a combination of public monies (from school board, city and/or state) and private monies (from businesses, associations and/or individuals) will provide the best foundation.

However, regardless of the funding source or sources they choose to pursue, members of the initiating group need to be able to tell potential funders why the money is needed. While specific expenditures and expenses for the planning process will undoubtedly vary from community to community, an effective process will likely require some financial allocation in each of the following categories:

- Training and support materials to facilitate the master planning process.
- Services of a professional planner/facilitator and/or some dedicated time from a district employee to oversee the process.
- Release time (with substitute teachers) or extended time (with overtime payments) to allow staff members to participate in planning sessions.
- Supplies and refreshments to accommodate comfortable, productive meetings.
- Paper, printing and postage to produce and disseminate the final report.
- Services of a communications specialist or media consultant.
- Clerical and/or technical assistance to provide necessary support throughout the process.

In a world of shrinking resources and growing demands for public accountability, getting the necessary funding for a facilities planning process can present a major obstacle. When citizens want hard data and measurable results, the whole notion of planning might very well be seen as an expendable frill. When teachers are underpaid and students have too few textbooks, let alone adequate access to computers, a community-based planning project might be viewed as a luxury the district can ill afford.

To address these issues and concerns, the members of the initiating group must be able to articulate the potential benefits of planning in the most concrete possible. By citing research and/or examples, they need to show how up front expenditures on planning can, in the long run, positively affect student achievement, community environment, citizen support, and fiscal management.

"One of the toughest challenges in the beginning was convincing the school board that we should spend more money on planning. These guys take a lot of heat from taxpayers, so they are careful about allocating public funds. In the end, the total cost of the facilities that were suggested in the master plan cost 19 percent less than if we had used a traditional model. Our planning costs represented only 5 percent of the projected savings. We felt like we had earned our keep."

Roger Yohe, Superintendent
Western Placer Unified School District
Lincoln, California

Part Four

THE PLANNING PROCESS

Guidelines for Action

Securing funding for a facilities master planning process...

- ❑ Create a list of potential funders. Consider both public and private sources.
- ❑ Based upon the kind of planning process you envision for your district and community, develop a proposed budget. Include categories for all of the various functions you foresee your process will encompass, along with a rational and projected dollar amount for each.
- ❑ Arm yourself with research and/or examples illustrating the positive benefits of planning, particularly in terms of improved student achievement, community environment, citizen support and/or financial investment.
- ❑ Create a presentation for potential funders. Include overall goals of the planning process, an overview of the steps involved in the process, expected outcomes/benefits and an itemized list of proposed expenditures.
- ❑ Decide who will approach whom to request financial support. Remember that school boards are key to the success of a widespread planning effort, and that they are often more receptive to sanctioning and allocating funds for such an endeavor when they are approached by community leaders and included in the conversation from the outset.
- ❑ After you have secured funding, tailor your plans to align them with your actual budget.

Step Three: Identifying a Facilitator to Oversee the Planning Process

Once the school board has sanctioned a facilities planning process, and funding has been secured to support such a process, the next step is to identify a facilitator to organize and oversee it. Community-based facilities planning is both time-consuming and challenging. Leading a collaborative process requires considerable commitment and a great deal of skill. The best leader will be someone who has a strong background in planning, a solid working knowledge of current educational research and best practices, effective communication skills (as a listener as well as a speaker and writer), experience in facilitating large group meetings, and demonstrated ability to build consensus. He/she will also be a student of the research base on change and skilled in analyzing and using data. Finally, he/she will be committed to the idea of the facilitator as an enabler of solutions rather than the facilitator as the solution.

Because community consensus building is a complex process, it generally takes a full year of thoughtful, concentrated work to create a quality master plan. It takes time and a strong knowledge base to share the kinds of information and perspectives necessary to achieve a common understanding of the issues. It takes time and expert facilitation skills to allow a significant number of stakeholders to participate fully enough to ensure that all viewpoints are heard. It takes time and a good grasp of the planning process to develop recommendations that match goals, address needs, and have widespread buy-in.

Some districts will be able to tap into the reservoir of professional talent that already exists within their

system to select a facilitator. But many districts simply do not have the staff available and/or trained to manage such an undertaking. When the latter is the case, the district should engage the services of a professional planner/facilitator. Sometimes an outside coach is the best option even when there are skilled planners and facilitators on staff just because of the neutral image, external knowledge, and fresh eyes such an "outsider" can bring.

Each district will need to consider its context, assess its resources, and determine for itself who should facilitate its planning process. The bottom line, however, is this: there *must* be a clearly designated facilitator with a significant amount of dedicated time for the process to succeed.

Guidelines for Action

Identifying a facilitator for the planning process...

- ❑ Develop a facilitator "job description." Include tasks and time commitments. Also include preferred qualifications, such as:
  - •A strong background in planning.
  - •A solid working knowledge of current educational research and best practices.
  - •Effective communication skills as a listener as well as a speaker and writer.
  - •Experience in facilitating large group meetings including the skills necessary to set clear directions, remove barriers, and recognize when to get out of the way of the creativity and energy of group members.
  - •Demonstrated ability to build consensus.
- ❑ Consider the needs of your district, assess your resources (personnel, time and money), and decide whether you will select an inside or outside facilitator.
- ❑ Determine a selection process. Consider the fact that widespread participation in the selection of a facilitator will likely assist in achieving future buy-in. In addition, such participation will model a key tenet of the whole facilities master planning process.
- ❑ Select a facilitator and brief him or her on your goals and directions and any work that has been done to date.

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Step Four: Putting Together a Core Planning Team

Among the first tasks of the facilitator will be to assist the school district in pulling together and organizing a core planning team of about a dozen or so experienced and respected stakeholders. This group will serve as the leadership backbone for the project through its completion.

For the team to be successful, it should include credible community members who represent the full breadth of opinion in the school district. For the team to realize the full potential of their leadership, they should receive the kinds of training in facilitation and master planning which will prepare them to execute the overall work of the project and also to communicate that work to the community at large.

The primary responsibilities of the Core Planning Team will include:

- Naming steering committee members.
- Securing materials and resources for use during the planning process.
- Providing an orientation to the planning process for steering committee members (school staff, parents, students, community representatives and other stakeholders).
- Scheduling meetings and establishing a reasonable timeline for completion of the planning process.
- Naming members of subcommittees if such are needed throughout the process.
- Establishing a method and schedule for subcommittees to report to the steering committee as a whole.
- Coordinating the work of the planning process between meetings of the whole Steering Committee.
- Editing the final facilities master plan.
- Communicating with the larger community throughout the process and distributing the final facilities master plan when it is completed.

A dedicated group of leaders with diverse perspectives and common commitments can launch a community planning process that will make a major difference for students, educators, neighborhoods and communities. When such a group comes together as a core planning team, they can mobilize the kind of change process described by Reverend Phillip Lance, member of the Los Angeles Unified Schools District's *New Schools*Better Neighborhoods* Advisory Committee:

> *"L.A.'s best schools come in all shapes and sizes but they are led by people who aren't deceived about wherein lies the real power to create change. These leaders build a local alliance that empowers them to battle and break free from the status quo. This covenant with the community must begin in the planning stages for a new school; otherwise, the bulldozers will wipe out many of the seeds of innovation."*
>
> Reverend Phillip Lance, President
> Pueblo Nuevo Development (L.A.)

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Guidelines for Action

Organizing the Core Planning Team...

- ❑ Develop a "job description" for members of the core planning team. Include tasks and time commitments.
- ❑ Identify a dozen or so key players in the community. Solicit suggestions for membership from a variety of sources. Consider commitment and leadership as well as formal position. Make sure your list represents the full breath of opinion in the school district. (Those staff members or citizens who initiated the whole planning process may not choose to serve on the core planning team. However, they should be included among the members of this group if they are willing to continue with an active role.)
- ❑ Issue personal invitations to serve on the core planning team. (Remember, a face-to-face conversation is generally more effective than a phone call, and a phone call is generally more effective than a letter.) As part of your invitation, explain the purpose of the facilities master planning process and summarize the job description for members of the core planning team.
- ❑ Bring the members of the core planning team together with the facilitator. Provide them with background information and appropriate training in facilitation and master planning.

Step Five: Organizing the Steering Committee

One of the core planning team's initial tasks will be to organize a broad-based steering committee. While the exact size of the committee will vary according to the size and complexity of the community and the school district, it should be large enough to represent the interests and resources of the entire community. Many successful steering committees have been comprised of 100 or more educators, parents, students and representatives from local civic and business organizations.

The steering committee will ultimately be responsible to the community for the development of the facilities master plan. Among its members' most important roles will be to serve as key communicators with the larger community bringing to the table the perspectives of various stakeholder groups and then sharing back with them the work the committee does together. Specifically, the steering committee will take an active part in each of the seven steps involved in developing and implementing a facilities master plan:

- Building common understandings, shared beliefs and a collective vision about schools, schooling, and their roles within the community.
- Determining educational and community needs particularly as they relate to facilities.
- Identifying assets and resources.
- Developing specific facilities recommendations.
- Communicating with the larger community to solicit feedback and build consensus regarding recommendations.
- Creating the final facilities master plan.
- Supporting the implementation of the master plan.

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In selecting members for the steering committee, the primary goals of the core planning team should be widespread representation and diversity. Membership should encompass as many different perspectives as possible. Together, the group should represent the social and ethnic makeup of the region. The members should also represent all of geographic areas of the district.

Diversity encompasses different issues in different communities. Consider, for example, the case of one Appalachian community:

"In West Virginia, where minority populations represent a very small component of the total population, divisions along racial or even ethnic lines are rare. Here, divisions occur along lines of family or geography. Geographic divisions take place between folks who live in the hills and the valleys, or between folks who live on opposite sides of a river. In Putnam County, even though most of the population is on the south bank of the Kanawha River, it is always important to make sure that north bank residents get their equitable share of the action. They represent a small but politically vocal and powerful minority."

Dr. Sam Sentelle
Superintendent, Putnam County Schools
Putnam County, West Virginia

When the objective is to achieve widespread diversity on a single committee, it is helpful to consider community leaders who can represent several issues or constituencies. It also is important to acknowledge that, whenever a group of people of varying cultures and perspectives come together, disputes and disagreements are inevitable. Therefore, it is a good idea to select individuals for the steering committee who possess the ability to remain open to the views of others and a commitment to achieving community consensus and a shared vision. From the very outset of the process, these skills need to be modeled by the facilitator and the members of the core planning team, and they need to be consistently reinforced through training and vigilance.

GUIDELINES FOR ACTION
Organizing the Steering Committee...

- ❑ Make a master list of potential steering committee members who meet the three criteria of clout, commitment and diversity. Keep in mind that membership needs to encompass educators, parents, students and representatives from local civic and business organizations within the community. Consider soliciting suggestions for potential members from groups like the PTA, the local ministerial association and the Chamber of Commerce.
- ❑ Create a database to keep track of membership and ensure broad-based representation at the outset. Such a database also will be useful for facilitating communications throughout the process.
- ❑ Schedule an initial meeting and contact potential members to issue invitations. Include with the invitation a brief statement of the committee's purpose and a summary of expectations for members.
- ❑ Send out materials in advance of the first meeting. Include such information as pertinent facts about the district and its facilities, an overview of the facilities master planning process, a schedule of future meetings, and literature about current research and best practices related to teaching and learning. The design principles and descriptions of actual innovative school designs contained in this *Citizens' Guide* can also provide useful advance reading.
- ❑ Plan the first meeting. Build into the agenda time for (1) developing a common knowledge base, (2) providing training and orientation for the planning process, (3) agreeing upon a list of operating norms to guide the Steering Committee's future work, and, (4) creating a shared mission statement focused on addressing the district's and community's facilities needs.

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Involving Stakeholders

"To enact change where it matters most – in the culture and instructional practices of schools – we need bold action. We must build a new coalition that includes teachers, students, administrators, support staff, care givers, businesses, service organizations, and members of local and regional communities. The times demand that we act in greater numbers with extraordinary vision, integrity, and caring for children we serve. We believe we are up to the task"

John L. Brown and Cerylle A. Moffet
The Hero's Journey (1999)

The process of creating a school facilities master plan should involve all stakeholders in developing a shared vision of the kind of education they want for the future of their community. All stakeholders also need to decide the kinds of learning environments that will best support that vision. By encouraging respectful and productive communication among diverse constituencies, a broad-based planning process can result in a much superior end result than one developed only by educators or architects or any other single group. Many heads and multiple perspectives really are better than just a few.

In addition, an inclusive planning process can forge renewed commitment to our schools. People tend to support what they help create.

"When you feel you have a stake in your school, whether you're a teacher or a student or a parent, you're willing to work harder, make sacrifices, and protect and build up your highly personal investment."

Seymour Fliegel and James Macguire
Miracle in East Harlem, Times Books (1993)

The amassed synergy of shared decision-making, problem solving and goal setting can build a strong foundation for collective responsibility and enduring support for schools. It can be a model on a small scale of how our society itself might become.

Involving Students in the Planning Process

"Students are extraordinary teachers. They speak. They constantly tell us how our expectations, objectives, curriculums and instructional strategies affect them. We need to look to our students to tell us why learning takes place – and why it doesn't. Our students are key sources for helping us identify what needs to be done ...Often we forget to ask them, and we forget to listen to the important messages they bring."

Anthony Gregorc, as quoted in John L. Brown and Cerylle A. Moffet, *The Hero's Journey (1999)*

Ironically, the stakeholders who are most directly affected by the learning environment also are the ones who are most frequently excluded from decisions regarding its design. Leaving students out of the planning process is a mistake. Clearly, they have a vested interest in the outcome of the process, and therefore, they deserve a place at the table. In addition to being the right thing to do, however, including students also is the wise thing to do. Their participation can be extremely valuable for several reasons.

First, students have much to offer to the process. They represent a wealthy pool of creativity and enthusiasm. Young people definitely know about

schools — how they feel, how they work, how people feel and work when they are in a school. Yet they are often free from entrenched assumptions about why things are as they are or why they cannot be changed. Thus, they can be a source of refreshing ideas and innovative suggestions. With enough students to provide peer support, and with proper facilitation, they can, in fact, be a tremendously productive force in the planning process.

Second, students have much to learn from the process. The chance to interact with adult colleagues who are doing real work can provide them with a particularly rich learning context. Not only will they have the chance to watch adult professionals apply "school skills" in real-world situations, but they also will have the chance to practice those skills themselves. Serving on the steering committee can give them the opportunity to exercise skills in research, analysis, communication, problem-solving, and collaborative teaming, all of which are necessary for workplace survival in our complex, global community.

In a sense, the facilities master planning process itself can serve as a model of what we know about best practices in education. It can be an example of the very kind of education we are aiming for in our schools, where learning is integrated and applied, where teaming and collaborative problem-solving are the norms, and where the work that students do is important and worth doing. This was the case in Lincoln, California, where educators in the Western Placer Union School District incorporated their planning process into the curriculum. In conjunction with their work as part of the community-based *Project Build* committee, teachers taught their students how to design, draw and create some of the actual models used to communicate with the architects designing Lincoln's new schools.

Finally, the community has much to gain by involving students in the planning process. By collaborating with adults in advocacy efforts, students may develop an ethic of community service and the practice of caring for a greater society. Asking them to join in such a collaborative action is a critical strategy for fostering the spirit of community for the future.

> *"Surely it is an obligation of education in a democracy to empower the young to become members of the public, to participate, and to play articulate roles in the public space."*
>
> Maxine Greene
> *The Role of Education in Democracy (1985)*

Involving Parents in the Planning Process

Like students, parents also have historically been a greatly under represented constituency in conversations about school design. In fact, parents have perhaps been the most under utilized resource in American education. We know that three decades of research have established unequivocally that parent engagement has a significant positive influence on students' academic achievement, behavior in school and attitudes about school and work. Yet we have too often failed to include them as essential partners in the education of their children. Clearly, parents have a vested interest in decisions about all aspects of schooling, not the least of which are decisions about where their sons and

daughters will spend their days. Therefore, they deserve a place at the table from the very outset of any school facilities planning process. Including them as active agents and full partners will be extremely valuable as well. Parent participation is important for several reasons.

First, parents, like students, can be important contributors to a facilities planning process. They have many ideas and opinions about how and where their children should be educated. They know their children better than anyone else, and they love them better. This special parent knowledge and parent love makes their perspectives uniquely valuable. It qualifies them as authorities when it comes to determining what supports they and their families need to raise sons and daughters who are educationally and emotionally successful.

Second, parent participation in the facilities planning process can lead to greater shared understandings about current educational theory and practice. For some parents, there have been too few opportunities to interact with schools in meaningful roles as adults. Therefore, their perspectives on education have been formulated primarily from their own school experiences. When parents are included as active participants in the planning process, teachers and administrators will have the chance to talk with them about current educational strategies. They can explain to them what they believe they need to do to facilitate their sons' and daughters' learning; they can answer their questions; and they can listen carefully to their feedback and suggestions. Perhaps more importantly, educators can become fellow researchers with parents, together discovering even better ways to teach students. This kind of respectful, productive communication is likely to produce some very good ideas about school design. It also can create a collective will and vision about the purpose and direction of education in general. Parents will be empowered to become staunch allies as well as valuable contributors.

Finally, parent participation in the facilities planning process can increase the likelihood of parents' ongoing involvement in schools, which we know is a critical factor in student success. Historically, parents' needs have not been reflected in the design of school buildings. If we are serious about including them as essential collaborators and partners, we need, at a minimum, to incorporate places for them to park their cars and hang their coats, small group areas for tutoring, and work spaces for using computers or making phone calls. Some recent school designs have gone beyond these minimums to incorporate actual parent centers within the building complex, thereby signaling parents in a very concrete way that the schoolhouse is their house. They are not only welcome but also encouraged to take an active role in the work of educating students.

Involving Educators in the Planning Process

The participation of a large contingent of educators in the facilities planning process is critical to the success of any school design. Although the need for such participation may seem obvious, it has not always been the case. In the 1950s and 1960s, an entire generation of "open plan" schools was designed and constructed with limited input from the affected educators. While there may have been

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significant educational benefit in these open designs, their potential was never realized because they were developed totally apart from their users. Changing the configuration of the learning environment without changing the practices of teachers and learners is like changing one half of an equation without touching the other. In either case, the result is a state of imbalance. In most instances, balance was restored at considerable expense in the "open plan" schools by modifying the facilities rather than changing instructional practices.

In recent years, many high schools have been designed by architects who assumed that the way teachers taught for the last 30 years, and the way they had organized instruction by departments, would continue. The arrangement of spaces in the schools these architects crafted reflect their assumptions most often in some variation of the traditional self-contained classroom and the double-loaded corridor design. Meanwhile, many educators have been discovering the benefits of team teaching, interdisciplinary learning, and block scheduling. They have begun to explore ways that new and evolving technologies can enhance learning. They have abandoned the traditional lecture as the instructional method of choice in favor of more active, and more effective, learning strategies, that involve students in cooperative group work, collaborative problem solving, and projects requiring knowledge application and multimedia incorporation. These approaches significantly affect the kinds of spaces required in a school as well as the furniture and equipment that is needed. They cannot easily be accommodated by a traditional departmentalized, self-contained classroom, double-loaded corridor design.

This mismatch between design and use – between form and function – can only be avoided when educators play a key role in every stage of the process of planning learning environments. In these times of complexity and change, when educational practice involves a wider range of teaching and learning strategies than ever before, providing a place at the table for *teachers* in particular is more critical than ever before. As practitioner experts and primary users, teachers – not just school administrators — must take a leading role in the process of developing facilities master plans that support the best they know about learning.

> *"We can no longer ignore the leadership capability of teachers – the largest group of school employees and those closest to the students. Empowered teachers bring an enormous resource for continually improving schools."*
>
> John L. Brown and Cerylle A. Moffet
> *The Hero's Journey (1999)*

Partnering with Business

The involvement of large corporations, small businesses and organizations representing businesses can both enhance and legitimize a school district's planning process. As primary "customers" for the "products" schools produce, businesses have particular needs and unique perspectives to add to the conversation. In addition, business representatives have effective practices and successful models to share, especially since the business sector has been going through a process of remodeling its own thinking about facilities design and the use of work spaces. Finally, their participation tells the community at large that supporting schools *is* good business.

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During the past decade, many businesses have made substantial investments in restructuring the work environment for today's employees. The new designs, which reflect the new ways people need to work in an information society, can be instructive for thinking about school facilities in new ways as well. Alcoa Aluminum, for instance, has recently moved out of its gleaming tower on Pittsburgh's Golden Triangle to a complex that reflects a radically different approach to workplace design.

> *"At Alcoa, private offices and anonymous cubicles are a thing of the past. The emphasis now is on equality and ease of communication...Aloca's design philosophy is emblematic of a new awareness that the physical nature of the workplace does affect the way we do business...The idea is that we're reducing the amount of space individuals receive and we're reallocating that space to a much wider variety of places where people can interact – break areas, meeting areas, team areas and so on. The individual work station, then, becomes little more than a place to hang your hat. As your tasks change during the course of the day, you move from place to place, gravitating naturally to the area where you can most comfortably perform the task at hand."*
>
> Dayton Fandray
>
> *"Tear Down the Walls: Good Ideas Thrive in Open Places," Continental Airlines Magazine (May 1999)*

Such changes in the design of corporate America are widespread. Companies as diverse as Citibank, Hewlett-Packard and Boeing are all embracing an expanded view of space as it relates to the work people do. Business leaders can help leverage similar changes in the learning environment for children and youth by helping communities understand the work world for which schools are preparing students. It is a world which differs greatly from the factory model of the 1950s and 1960s. They can explain why new demands require letting go of outdated notions about schooling, thereby helping to ensure that all students receive the kind of high-quality, world-class education they will need to prepare them for the workplace of the future. In short, business representatives have much to offer a school facilities planning process.

However, the involvement of businesses in the planning process, is not a one-way street. Students and schools are not the only beneficiaries. Businesses themselves have a great deal to gain from partnering with schools. By helping schools design the kind of educational programs and environments which will better prepare students to enter the modern workforce, corporations can save millions of dollars in future training costs. Businesses stand to realize more immediate benefits from their involvement in schools as well. A 1998 *Families and Work Institute* study found that employers who are family friendly – who support parent employees, their children and their schools — have employees who are more satisfied with their jobs, more committed to their employers, and more productive at work. In addition, the quality of local schools, according to *Money Magazine*, is one of the more important criteria that potential employees consider when deciding whether to accept a job offer in a different city.

With such a vested interest in the quality of education, corporate leaders are uniquely positioned to provide the catalyst for educational improvements. Taking their place at the table in a facilities master planning process is one way they can exercise this position.

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Partnering with Community Organizations and Government Agencies

Cultural and civic institutions within the community also can be important partners in developing a master plan for school facilities. When museums, libraries, zoos, parks and/or hospitals join forces with schools, a community can extend the use of the resources such institutions represent by applying them directly to enhance student learning. At the same time, such partnerships can help to create the kinds of connections which build broader based support for the institutions themselves, ultimately resulting in a stronger sense of community.

The Henry Ford Academy in Dearborn, Michigan, is a good example of such a partnership. Created through a joint effort of the Wayne County School District and the Ford Motor Company, the academy has yielded wide-ranging benefits, not the least of which has been a significant savings in capital costs realized through the joint use of existing facilities. Minnesota's School for Environmental Studies illustrates another creative use of community resources. Built on zoo grounds through a partnership between Independent School District 196, the city of Apple Valley and the Minnesota Zoo, each of the 400 students at this alternative high school has his or her own computer station, works as part of a 10 person team, and conducts projects using the zoo as a living laboratory. In other communities across the country, school-to-work programs have extended the use of school facilities by providing students with opportunities to apply their learning in government, recreational, health care and other community settings. By shifting appropriate programs off-site, the school districts in these communities have been able to increase their capacity by as much as 15 percent.

Such joint ventures can lead to more intelligent and efficient uses of dollars, space, personnel and expertise. By pulling together all of the community's resources into a common vision for the future – one in which schools play a central role — everyone stands to benefit, especially our young people. In Los Angeles, California, the citizens who have come together to form a *Better Schools*Better Neighborhoods* Advisory Committee have recognized the power of such an approach.

> *"All levels of government should work together to build the best schools in the best locations that we can – coordinating our efforts and leveraging our resources to make our school sites not only centers for education, but for reading and research as libraries, for health care as clinics, and as epicenters of civic life in their communities."*
>
> Zev Yaroslavsky,
> Los Angeles County Board of Supervisors

> *"The schools should be centers of...neighborhoods and take advantage of library bonds, recreation and park bonds, and health dollars to serve kids in more efficient and productive ways for the 21st century."*
>
> David Abel, Metropolitan Forum Project and
> Chair of the Better Schools*Better
> Neighborhoods Advisory Committee, Los
> Angeles Unified School District

Two other government agencies that need to be included in the school facilities design process from the outset are the law enforcement and fire departments. Too often in the past, local police and fire officials have been brought in for oversight and permitting after the design process was well

underway. Lessons from recent incidents of campus violence underscore not only the importance of the relationship between schools officials, law enforcement, and community safety personnel, but also the important relationship between facilities design and school security. At Columbine High School, mazes of corridors, obstructed sight lines, and fire alarms without appropriate shut-off mechanisms made it more difficult for law enforcement and health officials to provide aid and protection to students and staff during an emergency situation. The eyes and ears of professionals who have been specifically trained to notice such safety features can be invaluable to the process of designing school facilities. Even when planning and architectural firms employ their own safety and security experts, it makes sense to engage representatives of local agencies since they will be the ones charged with maintaining the safety of school facilities — and the welfare of their users – long after the planners and architects have finished their work.

The Role of the School Board and District Administration

The sanction of the school board is vital to the success of any school facilities planning process. Board members can use their power and influence to bring the right players to the table, create the best possible conditions for action, and leverage the necessary resources to support the whole process.

The extent to which the school board chooses to become involved in the actual planning process itself will vary from one community to the next. In some cases, a representative from the board may become an active member of the core planning team and participate in all of the steering committee's sessions. In other cases, the board may elect a member to serve as a liaison to the steering committee. In still others, the board may choose only to hear periodic reports of progress and act upon recommendations from the committee.

Whatever level of involvement they elect, the school board's leadership is critical. In order to provide the most effective leadership, all board members must remain fully informed throughout the planning process. To this end, a series of school board workshops will be required at regular intervals to review the steering committee's work and consider policy and budget issues related to the committee's goals and recommendations.

Like the school board, the superintendent and other representatives from the district office have critical leadership functions to fulfill. Unlike the board, district officials do not have a choice about whether or not to be actively engaged in the facilities planning process. Their involvement is vital. An inclusive, broad-based approach to planning based upon participatory decision-making and shared governance – an approach like the one described in this *Guide* – does not free district officials from their leadership roles. Rather, it makes strong leadership more complicated, more complex and even more necessary. Leaders for this new paradigm must be skilled listeners as well as articulate communicators. They must be facilitators of understanding as well as disseminators of information. They must be effective consensus builders as well as good decision makers. They must be able to empower others as

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well as use their own power wisely. Most importantly, they must be willing and able to serve as stewards of a collective vision as well as visionaries themselves.

Developing and Implementing the Master Plan

Once the planning process has been initiated and the core planning team and the steering committee have been organized, the real work of developing a school facilities master plan begins. Typically, the steering committee will meet once a month in a large, comfortable space where information and issues can be presented to the group as a whole and then discussed in smaller breakout sessions. As the meetings progress, participants will research, identify and study the district's educational needs and resources, particularly as they relate to facilities. They will develop a list of recommendations for using available resources to meet identified facilities needs. After they have received feedback on their recommendations, they will create a facilities master plan along with suggestions for implementing that plan.

While there is always the lure of presenting a neat step-by-step recipe in a guidebook such as this one, nothing in real life — nothing involving so many people with so many perspectives and opinions, anyway — is ever by-the-numbers neat and simple. A community-based planning process is challenging, time-consuming and often difficult. However, the end result is well worth the investment when partners discover the most effective way to knit their local needs, resources and dreams into a purposeful plan.

During the course of the planning process, the steering committee will engage in seven activities which generally follow a somewhat linear, if not neat and simple, order. Each of these seven activities, or steps, is discussed in the following pages.

Step One: Building Common Understandings, Shared Beliefs, and a Collective Vision

To do their best work as a team, the steering committee must first develop a common knowledge base. Then they must come to some agreement regarding their beliefs. Finally, based upon these shared beliefs, they must create a collective vision of the kind of educational system they want for their community.

When belief systems differ, collaborative work — even productive conversation – can become difficult. When members of a group do not hold in their minds the same picture of a preferred future, they can end up working at opposing purposes with one another. In a world of complexity, change and challenge, only shared beliefs and a common vision can provide the necessary direction and purpose to a planning process such as the one we propose.

Since shared beliefs and vision grow out of common understandings about what is and about what could be, the steering committee's first task is to develop a clear picture of current conditions within the school district and the community. They can begin to develop such a picture by looking at information contained in community demographic studies, summaries of student achievement data and/or

district-wide strategic plans. They can review base documents that govern the education of their young people, including learning goals, graduation requirements and state and national standards. They might also consider surveying the attitudes and perspectives of various stakeholders. From the data they collect through this process of study and review, the steering committee will be able to create a school and community profile which includes general characteristics, strengths, limitations, and emerging issues of importance.

Next, the steering committee needs to turn its focus from the present to the future, from what is to what could be. To do this, they will need to examine current research and best practices related to effective schools and effective instructional practices, future trends and potential implications of these trends for the young people in their schools, and changing expectations in the work place. They also will benefit by taking time to look at examples from other school districts and communities where educators and citizens have reinvented themselves and their institutions to meet the changing needs of a changing society.

The time spent developing a future focus is essential. Otherwise, there will be a tendency to look at things through the review mirror of the past, and any analysis of existing conditions is likely to get bogged down in entrenched ideas about schools and schooling. When the assumption is that new or renovated spaces will be used in the same ways that school spaces have been used in the past, the focus of facilities planning tends to be more on structural requirements, code compliance, and mechanical systems than on the kinds of future learning needs that will result from emerging technologies, curricular changes, and new organizational patterns.

One of the most effective ways to facilitate this kind of collective learning among members of the steering committee is through a combination of large group presentations and small group discussions. The large group presentations offer an efficient means for exploring current research and best practices, and the small group breakouts offer an opportunity for each person's opinions and creative input to be heard and considered. At this stage in the process, the facilitator's careful planning and structuring of steering committee meetings will be critical. He or she will need to collect appropriate information for the committee to review, arrange presentations by professional advisors, and create conditions which encourage meaningful dialogue in addition to the sharing of information.

After steering committee members have analyzed all of the information presented to them and participated in their own process of discovery about the full range of educational options, their conversations will naturally begin to turn to some creative brainstorming. They may be eager at this point to begin making lists of facilities needs and recommendations. However, their purposes will be better served in the long run if they take time to articulate a set of shared beliefs and a written vision of education for their community. In fact, the importance of these tasks cannot be overemphasized. Agreeing upon shared beliefs and a common vision are milestones in building ownership. Their existence also will help ensure that the final facilities master plan is customized to address the specific goals and characteristics of the community rather than a one-size-fits-all blueprint. Most importantly, by starting with shared beliefs and a common vision, the steering committee will pave the road for the kind of respectful dialogue and collaborative problem-solving that will be necessary

to develop the best possible plan for meeting the *future* learning needs of its students and community.

Guidelines for Action

Developing common understandings, shared beliefs, and a collective vision...

- ❑ Develop a common understanding and clear picture of what is. To achieve a common knowledge based about current conditions, review such information as:
  - Community demographic studies.
  - A district-wide strategic plan.
  - Learning goals, student achievement data, and graduation requirements.
  - State and national standards.
  - Attitudes and perspectives of stakeholders.
- ❑ Consider what could be. To achieve a common "future focus," review such information as:
  - Current research and best practices on effective schools and effective practices.
  - Future trends and potential implications for students, schools, and communities.
  - Changing workplace needs and expectations.
  - Innovative models from other districts and communities.
- ❑ Develop a list of shared beliefs about education, schools, and their role in the community. To initiate this phase of the process, consider that the six design principles in Part Two of this *Guide* are formalized, research-based, extended belief statements. Also consider showing examples of more concise belief statements such as the following:
  - Students need opportunities to apply their learning in meaningful contexts.
  - Positive relationships are key to good learning and strong communities.
  - All students/citizens need access to technological tools for learning.
  - The community is a critical educational partner in schools and school buildings.
  - To be successful in the workplace, students must be both self-directed workers and good team members.
  - Lifelong learning is a desired and necessary strategy for survival in today's world.
- ❑ Craft a collective vision reflecting shared beliefs. As a group, articulate an answer to this question: What will our educational system look when we get "there"?

Step Two: Determining Educational Needs

After they have had a chance to analyze current conditions within the district and the community, study future trends and innovative models, and articulate their beliefs about schooling and a vision for their schools, steering committee members will be ready – and probably eager – to draft a wish list. For such a list to drive this planning process forward most effectively, it must be framed as a thoughtful, strategic, future-focused list of facilities ***needs.***

Facilities needs, of course, can be wide-ranging. They can encompass issues as simple as air conditioning in every classroom and as ambitious as elementary schools with no more than 400 students. The critical factor in this phase of the planning process is to ensure that identified needs are clearly aligned with beliefs. If, for instance, the committee believes that students need opportunities to engage in project-based learning and work in teams, then spaces other than 900-square-foot lecture-type classrooms will be required. If the committee believes that the most effective schools embody a strong culture of personalization, then smaller, more intimate configurations will have to be designed. If the committee believes that parent involvement on school campuses is important, then spaces in schools for parents to park their cars, hang their coats, and do their work will be necessary. If the committee believes that schools should be centers of learning for the whole community — as it did in one Mississippi community — then other needs, and solutions, will come into view.

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Part Four

THE PLANNING PROCESS

"We assumed at the beginning of our steering committee meetings that high schools were for high school students and teachers. But as we began to educate ourselves, we learned that our facility could be designed for the whole community, not just the students to use. Before long, we were talking with a local group that was trying to raise money for a performing arts center but was far from reaching their goal. They loved the idea of joining forces with the high school to become a community center. Other members of the community were interested in trying to find a place to hold community meetings. With the community and the high school collaborating in this new way, we were able to win state funds for a performing arts council. Eventually we built our school and our new "town square." It includes a performing arts center, and community meeting hall for weddings and meetings and — you name it. The kids say they like having more grownups around."

Rilla Wiley, Steering Committee Member,
Tishomingo County, Mississippi

When schools are viewed as centers for the whole community, a wide range of possibilities emerges and, along with these possibilities, a new set of needs. If, for instance, the school is to become a resource for lifelong learning — for retraining dislocated workers, teaching computer skills to seniors, connecting families to the information highway, or any number of other community learning endeavors — then provisions will be needed, among other things, for ensuring that school facilities can be accessible "after hours." In determining educational needs, the Steering Committee is encouraged to think globally about conditions within the community as well as specifically about conditions in classrooms and schools.

GUIDELINES FOR ACTION

Determining educational needs...

- ❑ Starting with shared beliefs and a collective vision, develop a list of facilities needs. To guide this process, consider the following questions: What will we ***need*** to do to enact our beliefs about schooling and our vision of schools? What kinds of facilities will we *need* to have to accomplish those activities? What kinds of learning environments will we *need* to:

  - Help students see links between school and the rest of their lives?
  - Increase parent and community dedication to schools?
  - Improve coordination among schools and other social service agencies?
  - Provide stimulating educational opportunities across the life span?

- ❑ When developing your list of needs, think both specifically and collectively. Consider the needs of specific groups, such as students or parents or the business sector. At the same time, consider the collective needs of the whole community.

- ❑ Frame your needs in language that directly links them to your shared beliefs.

Part Four

THE PLANNING PROCESS

Step Three: Identifying Resources

While the steering committee is gathering data on the full spectrum of community functions and needs, it also should be identifying the resources available to meet those needs. Obviously, many such resources can be found at existing school sites. Others may be located within the larger community. The ability to identify and use both internal and external resources is critical to the process.

To identify resources at existing school sites, the steering committee can review the district's facilities evaluation report – if such a document is available. If it is not, they should consider conducting such an evaluation themselves (a time-consuming endeavor) or commissioning an analysis of facilities by experts trained to do this kind of work.

To identify resources within the larger community, the steering committee can consult a wide range of sources, everything from the Yellow Pages to real estate listings, from calendars of cultural activities to directories of local businesses. When teachers, students, parents, and business representatives all work together in this process of discovering and mapping assets, they will not only enlarge their own individual understandings but also help develop a public knowledge base about the diverse interests and interrelationships that make up the community. The results are likely to be broad-based and extremely valuable.

Throughout this whole process of resource identification, steering committee members should employ the full power of their creativity to think outside the box, beyond the usual and most obvious. When traditional methods of funding capital construction through local property taxes have proven ineffective or insufficient, some school districts and communities have implemented innovative financing plans that include private-sector investments and/or public-private partnerships. They have learned how to take advantage of library bonds, recreation and park bonds, and health dollars to serve both communities and students in more efficient and productive ways for the 21st century. They have explored creative leasing, shared and/or multiple use agreements, interagency contracts, and revenue-generating projects.

In his exploration of the hidden assets of Los Angeles, UCLA Professor Richard Weinstein illustrates such out-of-the-box thinking about opportunities for joint use.

> *"Some of the biggest holes in the fabric of the city are supermarket and shopping mall parking lots which rank high on the mess list. The air rights over parking lots could be acquired for schools, community centers and additional parking. The commercial enterprises would be advantaged, day care and other services provided and the urban design of the area improved. Joint development of this sort should be encouraged from the start where thoughtful design can solve the additional density resulting from mixed commercial and educational uses."*
>
> *Professor Richard Weinstein*
> *UCLA Architecture and Urban Design*

Part Four

THE PLANNING PROCESS

Guidelines for Action

Identifying resources...

- ❑ Consult or conduct a comprehensive district-wide facilities assessment to identify resources available at existing school sites.
- ❑ Identify other significant p ivate or public resources. To guide the discovery process, use using the following questions: What kind of support for learning do students receive beyond the classroom and school level? What community resources are available that might be employed to support the school district and its students?
- ❑ Create a map of all of the community's assets, capacities, and abilities.
- ❑ Consider/explore innovative partnerships, creative financing, and/or interagency relationships.

Step Four: Developing Steering Committee Recommendations

After the steering committee has had a chance to identify all of the community's educational facilities needs and map its available resources, its next task is to prepare a concrete set of recommendations to use the available resources to meet the identified needs. Guiding questions for this phase of the work include: How can the school district and community work together most effectively to address limitations and areas of need in order to realize their collective vision for schools? In what ways can the school district and community combine forces to build upon their strengths?

In developing recommendations, the steering committee's goal should be to match them as closely as possible with local conditions, beliefs, resources, and needs. For instance, if the committee believes there must be a shift in educational delivery from the classic lecture approach to project-based learning, and that consequently their existing schools need different kinds of spaces than the traditional classrooms they currently contain, they might recommend remodeling such classrooms to include additional square footage, more storage, and appropriate utilities. If the committee has identified a community need for a performing arts center and a resource within the school district that could, with some modifications, meet this need, they might recommend remodeling the school's performing arts facility to provide direct street access, appropriate security, and adequate parking.

The best recommendations will be concrete, specific and creative. They will include a rationale that references one or more of the Steering Committee's shared beliefs. They might also include a priority ranking and/or a general plan of action.

Part Four

THE PLANNING PROCESS

Guidelines for Action

Developing Steering Committee recommendations...

- ❑ Based upon identified conditions, beliefs, needs and resources, develop a list of facilities recommendations.
- ❑ In developing recommendations, consider these questions: How can the school district and community work together most effectively to address limitations and areas of need in order to realize their collective vision for schools? In what ways can the school district and community combine forces to build upon their strengths?
- ❑ Check recommendations to make sure they are concrete, specific, and aligned with the community's beliefs and conditions. Assess whether they represent the best and/or most creative uses of the community's resources to meet its needs.
- ❑ Summarize all facilities recommendations in a report that can be easily understood and readily shared.

Step Five: Communicating with the Larger Community

Communication needs to occur throughout the entire facilities planning process, from the initial decision to begin the journey to the implementation of the final plan. Once steering committee members have developed specific recommendations, they need to undertake a much more deliberate and strategic outreach program aimed at ensuring widespread awareness of both the content and the rationale for proposed changes.

Recommendations should be communicated to the larger community in formats that are readily accessible and easily understood. News releases, newspaper articles, radio spots and television features can be used for getting the word out. The committee also should be encouraged to think creatively when it comes to sharing their work. In Puyallup, Washington, for example, the school facilities steering committee decided to publish its own quarterly newsletter for this purpose, which they call *Building Traditions*.

To facilitate communication with the community, the steering committee might be well-served to take the time to develop a specific plan for working with the local media. Such a plan should acknowledge that the ability to capture the interest of the media rests largely on the ability to select compelling data and package it in easy-to-understand and easy-to-remember formats. Research and recommendations can be brought to life with examples, and data can be given meaning through stories. At this point in the process, securing the services of a trained communications consultant who can translate information into engaging media messages, compelling examples, and captivating stories could prove very valuable.

While they are getting the word out, steering committee members should also keep in mind that their communication strategies at this point in the process *particularly* need to be two-way. They have to be able to collect information as well as disseminating it. They need to become strategic listeners soliciting the kinds of feedback that will help them refine and improve their work.

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To facilitate such two-way communication, the committee can employ a variety of strategies. They can hold workshops with the school board and/or individual school site councils, host coffee hours and/or town meetings, conduct surveys at shopping malls, implement phone trees and/or create speakers bureaus. Many schools and communities also are increasing their use of the Internet and the World Wide Web as vehicles for two-way communication with stakeholders.

Whatever outreach strategies they decide to employ, steering committee members should strive for the kind of respectful, productive communication that comes from articulating and grappling with problems openly and honestly. A guidebook published by the U.S. Department of Education and the Regional Educational Laboratory Network recommends four proactive efforts for ensuring such productive communication and, ultimately, for helping to build productive partnerships:

> *"Reach out to your critics by inviting them to see a new program, listening to their concerns, and providing opportunities for them to contribute.*
> *Develop good written communication, such as a low-cost newsletter widely distributed throughout the community.*
> *Keep participants and local leaders well informed by hosting an open house or site visits.*
> *Share the bottom line to show that collaborative programs are cost effective and get results."*
>
> *Putting the Pieces Together*
> U.S. Department of Education

Guidelines for Action

Communicating with the larger community...

- ❑ Establish a comprehensive communication plan for both disseminating and collecting information.
- ❑ Consider creating a special steering committee newsletter and/or publishing regular updates in existing district and community newsletters.
- ❑ Decide how to involve the local media (newspaper, radio, community web sites, and television).
- ❑ Make sure outreach efforts are inclusive enough to encompass a broad spectrum of stakeholders. Use such strategies as putting on workshops, hosting coffee hours, convening town meetings, conducting surveys in public places, implementing phone trees, and/or creating speakers bureaus.
- ❑ Develop a system for listening, recording, and responding to people's feedback.
- ❑ Consider engaging the services of a media consultant to manage this whole communications aspect of the planning process.
- ❑ Keep in mind that the three primary purposes of any communications plan should be (1) to create common understanding; (2) to gather feedback to help identify further improvement opportunities; and (3) to build community consensus.

Part Four

THE PLANNING PROCESS

Step Six: Creating the Master Plan

Each of the five preceding steps of the planning process is intended to assist in developing the best possible facilities master plan. The results of the work of the steering committee to clarify beliefs and create a shared vision (step one), identify needs (step two), map resources (step three), develop recommendations (step four), and communicate them to members of the larger community to get their feedback (step five) can now be combined in the development of a final facilities master plan.

To begin the process of developing the final plan, committee members should review all of the feedback they received during step five and "tune" their recommendations accordingly. Next they should identify action steps and determine timelines and assignment of responsibilities for achieving those recommendations. They then should prioritize the recommendations. Finally, they should incorporate all of this information into a final facilities master plan document.

Once it has been completed, the final facilities master plan document should be submitted to the appropriate agencies for completing any necessary feasibility and cost analysis studies and ultimately for securing formal approval.

The steering committee should celebrate its accomplishment!

Guidelines for Action

Creating the master plan...

- ❑ Based upon feedback received during the communication phase, make necessary modifications in recommendations.
- ❑ Identify action steps and determine timelines, resources, and assignment of responsibilities for achieving recommendations.
- ❑ Prioritize recommendations.
- ❑ Draft the final facilities master plan document.
- ❑ Submit the plan to appropriate agencies for feasibility and/or cost analysis studies.
- ❑ Present the plan to the school board for final approval.
- ❑ Celebrate the completion of a major milestone in the planning process.

Part Four

THE PLANNING PROCESS

Step Seven: Implementing the Master Plan

Completion of the master plan is definitely cause for celebration because the steering committee has accomplished its primary mission. But implementation of the plan, moving from vision to action, will be the true test. Exciting designs are not enough. All of the careful study, thoughtful planning, and hard work invested in the development of the master plan will not yield any significant benefits to the school district or community unless the plan is actually carried out.

Everyone involved in the planning process must understand that implementation requires time, commitment, and oversight.

Recognizing that it will take careful monitoring and many months, or even years, of detailed educational specifications, architectural design, and construction for their vision to be completely realized, many steering committees stay in place long enough to see their plans launched. When such groups continue to meet after they have completed the master planning process, their focus will naturally shift to the new and equally critical tasks of tracking progress and assisting the school board with implementation of their recommendations. This is what happened in Lincoln, California.

> *"We knew it would take years to implement every recommendation on the master plan and we were all fired up to see the changes through. We decided to incorporate as a 501.c.3 not-for-profit organization. Before long, a local developer gave us a parcel of 179 acres of land worth about $1.8 million dollars. Next week we will hold a ground breaking ceremony for an Outdoor Learning Environment (OLE) on that land, which includes a Native American archeological site. We also have plans to expand arts in the schools and childcare before and after school. We have set up a sub committee to focus on grant writing to support these new ideas. Our job is to serve as community support group for the school board. Through our "Project Build" master planning process, we have developed a deeper level of trust and empowered each other to make things happen. We haven't abandoned our existing schools just yet, but our plan is to keep the planning process alive and continue to search for opportunities to integrate our learning with the world around us."*
>
> Joanne Neft, President
> Western Placer Education Foundation
> Western Placer School District
> Lincoln, California

In Los Angles, California, the evolution of a school facilities planning team to an implementation monitoring group followed an even more deliberate course. With the passage of Proposition BB in April 1997, the largest school bond in the history of this country, the mayor of Los Angeles commissioned the Proposition BB Blue Ribbon Citizens' Oversight Committee. This committee is formally charged with meeting at least quarterly to (1) review expenditures of bond proceeds and the district's processes and procedures related to bond projects, (2) recommend improvements in those processes and procedures; and (3) report to the school board and the public on progress as well as on any substantial expenditure of bond proceeds in conflict with their original intent. In its November 1998 quarterly report to the school board and the public,

the committee addressed the importance of carefully monitored implementation plans.

> *"The theme of this Quarterly Report revolves around one word: IMPLEMENTATION. Hundreds of millions of dollars may be saved by implementing our previous recommendations for insurance savings, proper real estate acquisition, and proper oversight of the contracting process. A better school system will emerge as we IMPLEMENT the Greening, Air Conditioning and Mural Painting programs that have already begun. Most importantly, the promises to repair and improve conditions at 901 LAUSD school sites must be kept, even as new initiatives are considered. Our work is public. Our meetings are known to be punctual, efficient and convenient... and we encourage public participation and input."*
>
> Steven Soboroff, Chairman
> Proposition BB Oversight Committee
> Los Angeles Unified School District

One final aspect of the implementation phase should be to develop some mechanism for assessing the impact of the planning process and the resulting new designs on desired outcomes such as student achievement, community satisfaction, and effective use of resources. The education enterprise in general has too often failed to evaluate and report on the kind of bottom line that answers the question: What quantifiable gains were realized from the actions that were taken and the dollars that were spent? This has been particularly true when it comes to assessing the impact of both planning efforts and facilities designs.

By developing action research projects for collecting and analyzing data which links the facilities master planning process and resulting school designs to the strength of the community and the specific learning of students, steering committee members will achieve several purposes. First, they will stand to validate their own efforts. Second, they will add to a small but very important body of knowledge about the connection between the physical conditions of the learning environment and the achievement of desired student outcomes. Finally, by demonstrating accountability in terms of concrete results, they will pave the way for future projects.

Guidelines for Action

Implementing the Master Plan...

- ❑ Consider ways to maintain an on going community constituency in order to sustain commitment and provide support for quality implementation of the master plan.
- ❑ Initiate a specific conversation among steering committee members regarding the role they will play in the implementation phase. Explore such possible functions as supporting a bond campaign, developing partnership agreements, chartering implementation teams, designing a mechanism for on-going monitoring, and/or creating an oversight committee.
- ❑ Decide whether to schedule one or more follow-up meetings of the original Steering Committee to check progress.
- ❑ Develop action research methodology to assess the effect of the facilities planning process and/or the new school designs on such desired outcomes as responsible fiscal management, improved student achievement, and increased community satisfaction.
- ❑ Give the plan time. Remember that implementation will not happen overnight.

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Part Five

SOME FINAL WORDS

U.S. Secretary of Education Richard Riley has stated that 6,000 new schools will be needed in the next 10 years to accommodate a projected enrollment of 54.3 million students. In addition, many existing schools will need to be repaired and renovated. As Daniel Duke of the University of Virginia pointed out in a 1998 paper presented at the National Symposium on School Design, the need to rebuild and expand America's educational infrastructure is not in dispute.

> "Legislatures and local education authorities across the country are taking initiatives to address deteriorating schools and demands for new facilities in high-growth areas. In Florida, for example, a special legislative session recently approved the expenditure of 2.7 billion dollars over the next five years for school construction. A poll of U.S. school board members in 1997 found that the need for school facilities was their second greatest concern, just behind school finance (*American School Board Journal*, December 1997)...Alarmed by a 1996 report by the General Accounting Office, President Clinton has committed to providing federal funds to assist localities, particularly in urban areas, in improving the conditions of their schools."
>
> *"Does It Matter Where Our Children Learn?"*
>
> Daniel Duke, Professor
> University of Virginia

All Americans have a vital stake in the healthy development of today's students who will become tomorrow's parents, workers, and citizens. As we prepare to meet the space needs of these students, we must make it a priority to create *quality* learning environments. We *cannot* accomplish our educational goals for the 21st century inside the box of our current system. We *can* seize the moment and take advantage of the current situation to build schools that will help rather than hinder student learning in the information age. By thinking systemically, acting strategically, and joining with others, we can do a great deal to ensure good education supported by effective, appropriate learning environments.

The purpose of this *Guide* is to stimulate and facilitate the kind of community-based planning process that will help members of a community work together to define their needs and to discover what assets and resources are available to meet those needs. The *Guide* is built upon the belief that, given good information and time to collaborate, citizens can and will make good decisions about facilities design. It is inspired by the belief that productive partnerships are essential to this journey. Or, as Michael Fullan says in *Change Forces*, "there is a ceiling on how much we can learn if we keep to ourselves." Its ultimate goal is to enable school districts and communities to arrive at a facilities master plan that is defined by future possibilities and opportunities.

Such a collaborative facilities planning process can model the very qualities John Dewey's classic *Democracy and Education* (New York: Macmillan, 1916) says should characterize education itself in a democratic society: common interests, freedom in interaction, participation, and social relationships. When new partnerships and alliances are formed and old boundaries between school, family, jobs and community are blurred, the results can serve everyone's best interest. This has definitely been the case in one New Jersey community where a group of citizens discovered new answers to old questions,

> *"Are we bound by bricks and mortar? No. Can we discover new possibilities in old spaces? Yes. But we must be prepared to support change...we must empower community members, teachers and students to shape the future of education by acting*

Part Five

SOME FINAL WORDS

as facilitators who support risk taking and encourage continuous learning. Thirty years ago, when I first began teaching, I took great pride in having my own classroom. Today, I take even greater pride in being part of a community of learners that extends beyond my classroom walls."

Linda Batz, Principal
Hunterdon Central Regional High School,
New Jersey
The High School Magazine (May/June 1998)

This *Guide* is a call to action. Building schools for the 21st century is a monumental task that is going to take cooperative efforts from civic, district, and community leaders. When there is purpose and structure to such collaboration, creative and effective solutions to problems can be attained. In addition to a quality facilities master plan, a stronger sense of community, shared responsibility, and unity of purpose can be among the many positive results.

This *Guide* is a call to creation. Its intent is to inspire the courage to take unprecedented action, to use our collective imagination and skills to design schools that represent a deep caring for young people and for the communities in which they live. Our lives are woven into a fabric of shared destiny. The amassed synergy of shared decision making, planning, and problem solving can help to create a destiny characterized by possibility and hopefulness.

"The whole difference between construction and creation is exactly this: That the thing constructed can only be loved after it is constructed; but the thing created is loved before it exists."

Gilbert Keith Chesterton (1874-1936)
Preface to Dicken's *Pickwick Papers*

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Part Six

APPENDIX

Resource Agencies and Organizations

- Council for Educational Facilities Planners
- American Institute of Architects: Committee on Architecture for Education
- Design Share
- Jefferson Center
- Architecture and Children
- University of Washington
- Mississippi State University
- University of New Mexico
- National Wildlife Federation: National Registry of Certified Schoolyard Habitats
- University of Wisconsin: Earth Partnership Project
- School Nature Area Project: Minnesota

References for Innovative School Designs

(This section will include more detailed descriptions of each model project.)

- Discovery Middle School (Vancouver, Washington)
- Crow Island School (Winnetka, Illinois)
- Western Placer Unified School District (Lincoln, California)
- Henry Ford Academy (Dearborn, Michigan)
- Big Lake School District (Big Lake, Minnesota)
- Gaylord Community School (Gaylord, Michigan)
- Chicago Public Schools and Drake Transition School (Chicago, Illinois)
- Center for Applied Technology and Career Exploration (Rocky Mount, Virginia)
- Flagstaff Arts and Leadership Academy (Flagstaff, Arizona)

Sources of Additional Information

- **Web Site**

  For more detailed information on Schools as Centers of Community and an updated list of examples, contact the National Clearinghouse for Educational Facilities: www.edfacilities.org.

- **Address and Phone**

  Or for more information, write or call:

  NCEFR at National Institute of Building Sciences
  1090 Vermont Avenue, N.W. #700
  Washington, D.C. 20005-4905
  Phone: (202) 289-7800 or (888) 552-0624
  Fax: (202) 289-1092

Part Six

APPENDIX

RESOURCE AGENCIES AND ORGANIZATIONS

Council of Educational Facility Planners International (CEFPI)
9180 E. Desert Cove, Suite 104
Scottsdale, AZ 85260
Phone 480/391-0840
Fax 480/391-0940
http://www.cefpi.org/
cefpi@cefpi.org

American Institute of Architects
Committee on Architecture for Education
1735 New York Ave., NW
Washington DC 20006
Phone: 202/626-7453
Fax: 202/626-7399
http://www.e-architect.com/pia/cae/
pia@aia.org

Design Share
4937 Morgan Ave. South, Minneapolis, MN 55409-2251
Phone: 612/925-6897
Fax: 612/922-6631
http://www.designshare.com/
Randall Fielding, Editor
fielding@designshare.com

Thomas Jefferson Center for Educational Design
Curry School of Education
University of Virginia
Charlottesville, VA 22903-2495
Phone: 804/924-3979
Fax: 804-924-3866
http://curry.edschool.Virginia.EDU/curry/centers/jefferson/
tjced@virginia.edu

Architecture in Education Program
The Foundation For Architecture
1737 Chestnut Street, 2nd Floor
Philadelphia, PA 19103
Phone: 215-569-3187
Fax: 215-569-4688
http://members.dca.net/ffa/new-stuff/NEA_1.html
aie@dca.net

Center for Environment, Education, and Design Studies (CEEDS)
Gould Hall
University of Washington
Seattle, WA 98195-5726
Phone: 206/685-3361
Fax: 206/616-4992
http://ceeds.caup.washington.edu/
Sharon E. Sutton, Director
sesut@u.washington.edu

Educational Design Institute
College of Education, Box 5365
Mississippi State University
Mississippi State, MS 39762
Phone: 662/325-1850
http://www.edi.msstate.edu/
Dr. Jeffery A. Lackney, Director
jlackney@colled.msstate.edu

Architecture and Children, Research Methods
University of New Mexico
School of Architecture and Planning
2414 Central Southeast
Albuquerque, New Mexico 87131
Phone: 505/277-5058
Anne Taylor, Ph.D., IEE Director
aetaylor@unm.edu

Schoolyard Habitats
National Wildlife Federation
8925 Leesburg Pike
Vienna, VA 22184
Phone: 703/ 790-4000
http://www.nwf.org/habitats/schoolyard/basics.cfm
Heather Carskaddan, Manager, Backyard Wildlife Habitat Program
carskaddan@nwf.org

Earth Partnership Program
University of Wisconsin-Madison Arboretum
1207 Seminole Hwy.
Madison, WI 53711
Phone: 608/ 262-9925
http://spingree.cals.wisc.edu/class/steph/arbsite/his.htm
epp@macc.wisc.edu

Part Six

APPENDIX

School Nature Area Project
1520 St. Olaf Avenue
Northfield, MN 55057
Phone: 651/ 296-3417 or 800/ 657-3843
fast@moea.state.mn.us
http://www.moea.state.mn.us/grants/EE99017.CFM

REFERENCES FOR INNOVATIVE SCHOOL DESIGNS

(email addresses for most schools where not obtainable)

Discovery Middle School
800 East 40th Street
Vancouver, WA 98663
Phone:(360)696-7101
http://www.vannet.k12.wa.us/disweb/
Susan Cone, Principal

Crow Island School
1112 Willow Road
Winnetka, IL 60093
Phone: (847) 446-0353
http://www.winnetka.k12.il.us/Crow%20Island/crow.htm

Western Placer Unified School District
1400 First Street
Lincoln, CA 95648
Phone: (916) 645-6350
Fax (916) 645-6356
http://www.wpusd.k12.ca.us/
Roger R. Yohe, Superintendent
ryohe@wpusd.k12.ca.us

Henry Ford Academy
131 Pilgrim Ave
Highland Park, Michigan 48203
Phone: (313) 252-2060
Fax: (313) 868-0481

Big Lake School District
501 Minnesota Ave
PO Box 410
Big Lake, MN 55309
Phone: (612) 262-2536
Fax: (612) 262-2539
Laverne (Bob) Lageson, Superintendent

Gaylord Community Schools
615 S. Elm
Gaylord, Michigan 49735
Phone: (517) 732.6402

Chicago Public School Region #4
4071 S Lake Park
Chicago, Illinois 60636
Phone: (312) 535-1070

Drake Elementary School
2722 S M L King Dr
Chicago, Illinois 60616
Phone: (773) 534-9130
Fax: (773) 534.9127

Center for Applied Technology and Career Exploration
Franklin County Public Schools
150 Technology Drive
Rocky Mount, VA 24151
Phone: 540-483-5289
Fax: 540-483-8755
http://www.frco.k12.va.us/CATCE/catcemain.html

Flagstaff Arts and Leadership Academy
3100 N. Fort Valley Road #41
Flagstaff, AZ 86001
Phone: (520) 779-7223
Fax: (520) 779-7041
http://www.frco.k12.va.us/CATCE/catcemain.html
Dr. Karen Butterfield, Executive Director
fala@apscc.k12.az.us

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